KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN
PUSAT PERBUKUAN

ENGLISH FOR NUSANTARA

Ika Lestari Damayanti, dkk.

2022

SMP/MTs KELAS VII

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English for Nusantara untuk SMP/MTs Kelas VII

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Kata Pengantar

Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi memiliki tugas dan fungsi mengembangkan buku pendidikan pada satuan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah. Buku yang dikembangkan saat ini mengacu pada Kurikulum Merdeka, dimana kurikulum ini memberikan keleluasaan bagi satuan/program pendidikan dalam mengembangkan potensi dan karakteristik yang dimiliki oleh peserta didik. Pemerintah dalam hal ini Pusat Perbukuan mendukung implementasi Kurikulum Merdeka di satuan pendidikan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah dengan mengembangkan Buku Teks Utama.

Buku teks utama merupakan salah satu sumber belajar utama untuk digunakan pada satuan pendidikan. Adapun acuan penyusunan buku teks utama adalah Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran yang ditetapkan melalui Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 Tanggal 10 Februari 2022, serta Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka yang ditetapkan melalui Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 008/H/KR/2022 Tanggal 15 Februari 2022. Sajian buku dirancang dalam bentuk berbagai aktivitas pembelajaran untuk mencapai kompetensi dalam Capaian Pembelajaran tersebut.

Sebagai dokumen hidup, buku ini tentu dapat diperbaiki dan disesuaikan dengan kebutuhan serta perkembangan keilmuan dan teknologi. Oleh karena itu, saran dan masukan dari para guru, peserta didik, orang tua, dan masyarakat sangat dibutuhkan untuk pengembangan buku ini di masa yang akan datang. Pada kesempatan ini, Pusat Perbukuan menyampaikan terima kasih kepada semua pihak yang telah terlibat dalam penyusunan buku ini, mulai dari penulis, penelaah, editor, ilustrator, desainer, dan kontributor terkait lainnya. Semoga buku ini dapat bermanfaat khususnya bagi peserta didik dan guru dalam meningkatkan mutu pembelajaran.

Jakarta, Juni 2022

Kepala Pusat,

Supriyatno

NIP 19680405 198812 1 001

Prakata

Pendidikan adalah salah satu aspek yang mendapat dampak dari pandemi Covid-19 seperti menghilangnya pengetahuan dan keterampilan (*learning loss*) dan kesenjangan pendidikan yang dialami peserta didik. Berdasarkan kondisi tersebut, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi merilis Kurikulum Merdeka sebagai upaya untuk memulihkan kembali kondisi belajar peserta didik di Indonesia. Kurikulum Merdeka didesain sebagai kerangka kurikulum yang lebih fleksibel. Artinya, kurikulum ini memberi ruang untuk setiap individu mengembangkan potensinya masing-masing.

Buku *English for Nusantara* Kelas VII ini bertujuan untuk memberi kesempatan kepada peserta didik pada tingkat Sekolah Menengah Pertama, khususnya Kelas 7, untuk mengeksplorasi Bahasa Inggris pada tahap awal. Buku ini menyajikan berbagai macam kegiatan yang dapat dilakukan peserta didik untuk mengeksplorasi penggunaan Bahasa Inggris yang sesuai dengan konteks yang biasa ditemui peserta didik remaja. Di dalam buku ini, peserta didik dipajankan pada karakter dan ilustrasi yang erat dengan dunia remaja serta penggunaan sederhana Bahasa Inggris dalam berbagai konteks seperti lingkungan rumah dan sekolah.

Buku *English for Nusantara* untuk peserta didik ini dikembangkan sesuai dengan Capaian Pembelajaran yang dimuat dalam Kurikulum Merdeka. Pendekatan yang dipakai dalam buku ini meliputi karakteristik peserta didik menengah pertama, proses pemerolehan bahasa pertama yang beranjak dari *oral skills* menuju ke *written skills*, dan *Genre-Based Approach*. Dengan demikian, topik, kegiatan pembelajaran, penggunaan bahasa, dan ilustrasi disesuaikan dengan karakteristik peserta didik remaja, dimulai dari bahasa lisan ke bahasa tulis, dan mengadaptasi tahapan pembelajaran menulis dari *Genre-Based Approach*. Adapun keterampilan yang yang difokuskan pada buku ini meliputi menyimak, berbicara, membaca, memirsa, menulis dan mempresentasikan yang disajikan secara terpadu dalam berbagai jenis teks.

Selain itu, buku ini juga mengadopsi Profil Pelajar Pancasila dan *Sustainable Development Goals* (SDG) dari Perserikatan Bangsa-Bangsa (PBB). Pengembangan kompetensi dan karakter peserta didik menjadi sorotan utama dalam Profil Pelajar Pancasila. Buku ini memberikan kesempatan bagi peserta didik untuk mengeksplorasi pengalaman mereka yang berkaitan dengan diri sendiri, kebudayaan melalui makanan, lingkungan rumah, dan sekolah. Dan, buku ini memfasilitasi empat dari 17 isu SDG, yaitu (1) ruang lingkup

kesadaran lingkungan (*environmental awareness*); (2) ruang lingkup keamanan digital (*digital safety*); (3) ruang lingkup nutrisi dan kebugaran (*nutrition and wellness*) dan; (4) ruang lingkup literasi finansial (*financial literation*).

Buku Siswa diharapkan dapat memberi motivasi belajar Bahasa Inggris yang ramah terhadap peserta didik melalui topik, ilustrasi, dan karakter yang ditampilkan. Melalui buku ini, peserta didik diharapkan mendapat kesempatan untuk mengeksplorasi Bahasa Inggris sehingga menumbuhkan rasa percaya diri dalam menggunakan Bahasa Inggris dalam situasi-situasi yang familiar bagi mereka. Selain itu, Buku Siswa ini juga diharapkan dapat mewujudkan implementasi Capaian Pembelajaran dalam Kurikulum Merdeka.

Terima kasih kepada seluruh pihak yang telah membantu dalam penyusunan buku ini. Semoga buku ini memberi banyak manfaat dalam penguasaan Bahasa Inggris oleh peserta didik Sekolah Menengah Pertama.

Tim Penulis

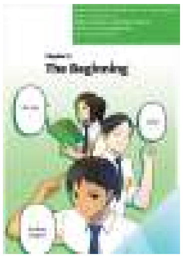
Daftar Isi

Daftar Gambar

Picture

Comic Strip

Petunjuk Penggunaan Buku



Chapter 0
Bab ini menampilkan materi yang meliputi: *alphabets, numbers, days of the week, months of the year, family members, time*, WH-*Questions, school subjects, colours*, dan *simple instructions*.

Say What You Know

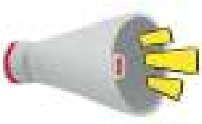
a. Say What You Know

Say What You Know adalah pembuka setiap unit. Pada bagian ini kalian dharapkan mengungkapkan pengalaman dan pikiran berdasarkan pengalaman sendiri yang sesuai dengan topik yang akan dipelajari. Kosa kata kunci akan membantu kalian dalam melakukan kegiatan *Say What You Know.* Kalian boleh menggunakan Bahasa Inggris, Bahasa Indonesia, atau bahasa daerah.



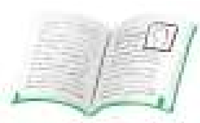
b. Listening

Listening menampilkan berbagai macam teks lisan baik dalam bentuk monolog maupun dialog. Teks-teks ini dapat kalian pelajari sebagai contoh-contoh penggunaan bahasa Inggris yang berterima. Kalian juga diharapkan menguasai pemahaman terhadap teks-teks lisan yang ditampilkan.



c. Speaking

Speaking menampilkan berbagai teks model *listening*, *language focus*, dan kosa kata kunci. Kalian akan difasilitasi untuk mengekspresikan keterampilan berbicara secara monolog maupun dialog bersama seorang teman atau teman-teman di dalam kelas.



d. Reading

Reading menampilkan berbagai teks tulis. Dengan bantuan kosa kata kunci, kalian akan dibantu untuk mendapatkan pemahaman terhadap teks-teks yang ditampilkan. Kalian akan dilatih mengidentifikasi berbagai cara memahami teks melalui pertanyaan yang *literal*, *inferential*, dan *interpretive*.



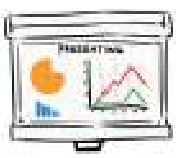
e. Viewing

Viewing menampilkan fenomena-fenomena dalam dalam bentuk gambar, diagram, tabel, infografis, dan lain-lain. Kalian akan mendapat latihan pemahaman pembentukan makna yang mengkombinasikan bahasa verbal dan visual.



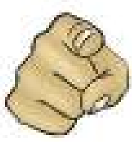
f. Writing

Writing menampilkan teks-teks tulis yang dijadikan model untuk menulis. Melalui teks model yang ditampilkan, kalian dapat mengamati cara menyusun teks dalam berbagai genre (jenis teks). Setelah mengamati teks model, kalian akan dipandu untuk menulis sebuah jenis teks dengan menunjukkan struktur teks dan unsur kebahasaan.



g. Presenting

Presenting membantu kalian dalam memaparkan gagasan dalam Bahasa Inggris. Kalian akan dibantu dengan berbagai media visual, digital, dan audio-visual.



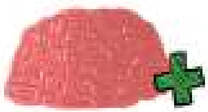
h. Your Turn

Your Turn merupakan bagian yang ditujukan untuk kalian mengekspresikan keterampilan berbahasa Inggris. Ini dijadikan penilaian bagi guru sebagai bukti hasil belajar kalian.



i. **Fun Time**

Kalian akan diajak bersenang-senang dalam belajar Bahasa Inggris pada kegiatan *Fun Time*. Kalian dimotivasi untuk menggunakan Bahasa Inggris dalam suasana santai, tapi tetap menunjukkan keseriusan dalam menggunakan Bahasa Inggris.

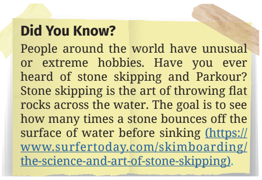


j. **Enrichment**

Kalian dapat mengekspresikan kemampuan berbahasa Inggris pada lingkup yang lebih luas. Selain dengan lingkungan kelas, kalian bisa berinteraksi dengan lingkungan di luar kelas seperti sekolah dan rumah.

k. **Reflection**

Kalian menunjukkan hasil perjalanan/ pengalaman belajar. Kalian mengidentifikasi yang telah dipelajari dengan memberi penilaian pada hasil belajar diri sendiri.



Did You Know?
People around the world have unusual or extreme hobbies. Have you ever heard of stone skipping and Parkour? Stone skipping is the art of throwing flat rocks across the water. The goal is to see how many times a stone bounces off the surface of water before sinking (https://www.surfertoday.com/skimboarding/the-science-and-art-of-stone-skipping).

l. **Did You Know?**

Did You Know? Ditampilkan kepada kalian untuk dijadikan informasi tambahan selain materi-materi pokok yang ditampilkan pada setiap bab. Informasi yang ditampilkan berasal dari berbagai tempat baik dari Indonesia maupun luar negeri. Kalian akan mendapatkan fakta-fakta menarik terkait dengan topik-topik yang dipelajari.

Progress Check

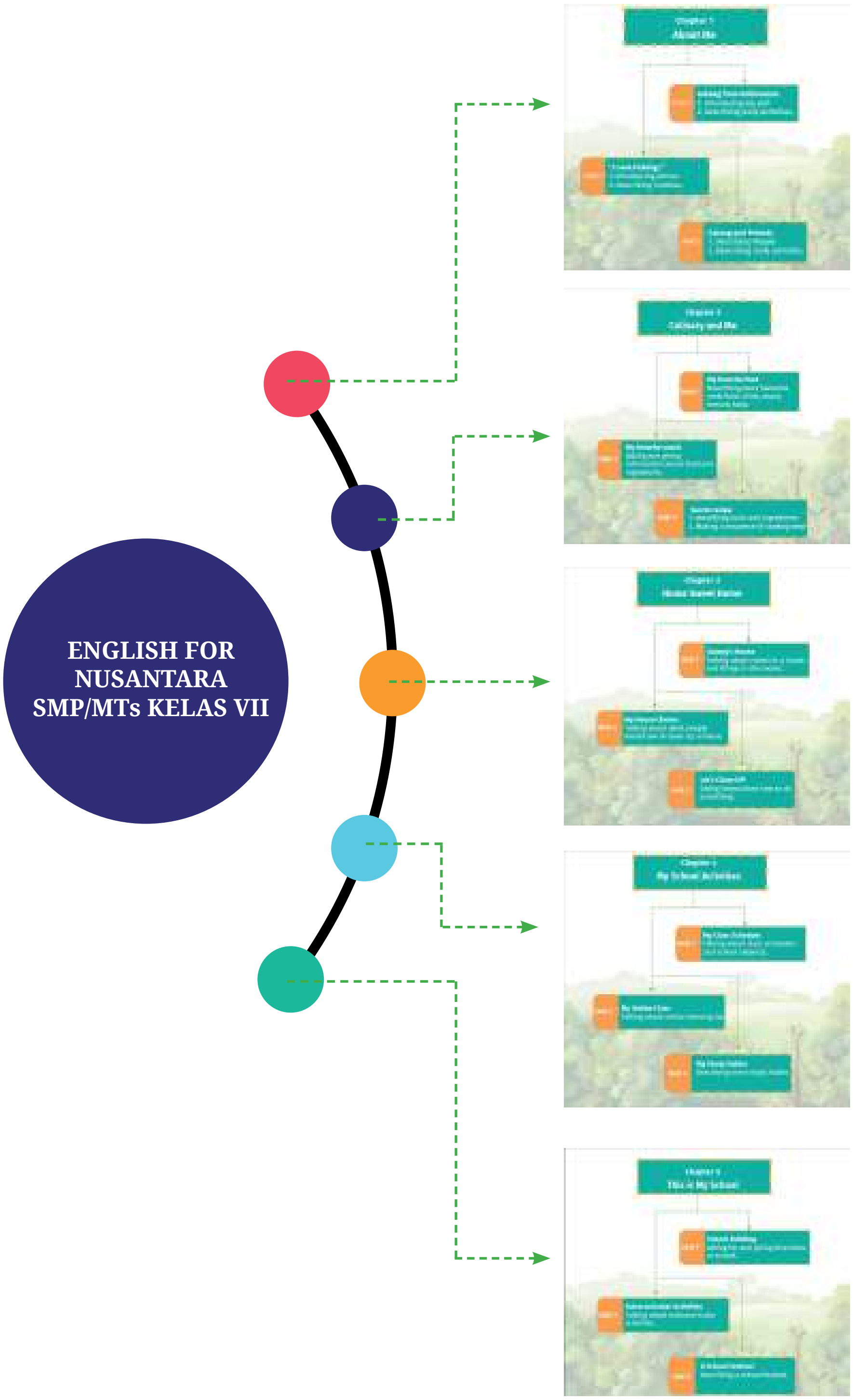
m. **Progress Check**

Progress Check ditampilkan setelah meneyelsaikan materi pada *Chapters* 1-3 dan *Chapters* 4-5. Kalian bisa melakukan asesmen secara mandiri terkait dengan materi-materi pokok pada bab-bab yang terdapat pada buku.

n. **Wordbox**

Wordbox berisi kumpulan kosa kata yang terdapat pada teks lisan dan tulis. Ini dapat digunakan untuk membantu kalian dalam memahami teks.

Peta Pemikiran Buku



Scope and Sequence

Functions	Language Features	Listening	Speaking	Reading	Writing
Chapter 0. The Beginning					
Learn alphabets, numbers, time, family members, colors, and simple instructions to use in context.	Preposition: in, on with dates	Listen to alphabets, numbers, time, family members, colors, and simple instructions in context	Say alphabets, numbers, time, family members, colors, and simple instructions in context	Read and spell alphabets, numbers, time, family members, colors, and simple instructions in context	Write alphabets, numbers, time, family members, colors, and simple instructions in context

Chapter 1. About Me					
Unit 1. Galang from Kalimantan					
Greet people and say goodbye	Verbs: *be* -affirmative, negative, interrogative, short answers	Listen to monologues and conversations for introducing one's self and others	Practice and demonstrate a monologue and a conversation for introducing one's self and others	Read a text for specific information about personal identity	Write specific information about personal identity
Introduce one's self and other people	Vocabulary: name, age, school, address, hobby, and sibling		Do a survey to ask for and give personal information		
Unit 2. I Love Fishing					
Introduce others	Verbs: *be*–affirmative, negative, interrogative, short answers. use pronoun: singular and plural	Listen to monologues and dialogues about describing hobbies	Practice and demonstrate the expressions learned in context	Read descriptions in context	Write specific information based on the spoken and written texts

Describe hobbies	Vocabulary: name, hobby, frequency, tools				
Unit 3. My Friends and I					
Describe people	Verbs: *be*–affirmative, negative, interrogative, short answers. Use pronouns: singular and plural. Introduce the structures of descriptive text	-	Identify characters	Read texts for specific information	Match pictures and words
Describe daily activities	Vocabulary: name, age, characters, hobby, frequency, physical features, personality traits, job, place				Complete specific information

					Write a descriptive text
Chapter 2. Culinary and Me					
Unit 1. My Favorite Food					
Describe one's favorite meal: food, drinks, snack, texture, taste	Verbs: *be* -affirmative, negative, interrogative, short answers	Listen to conversations for specific information	Practice and demonstrate monologues and conversations in context	Read a text for specific information	Write specific information in context
	Use pronoun: singular and plural		Share the information based on the writing section		Write specific information in the correct category
	Vocabulary: foods, meals, speeds, eating activities, tastes, and textures				

Unit 2. My Favorite Snack					
Describe grocery shopping: grocery, foods, topping, unit/ weight/volume size, texture, taste	Verbs: *be* -affirmative, interrogative, short answers	-	Discuss a picture and a text with friends	Read texts for specific information	Write correct specific information based on texts
Use articles (a/ an)	Use pronoun: singular and plural				Circle the right answer
	Use articles: ‘a, A, an, An’				
	Vocabulary: grocery, foods, topping, unit/ weight/volume size, texture, taste				
Unit 3. A Secret Recipe					
Inform recipe: goal, ingredients, steps, utensils	Verbs: *be* -affirmative, negative, interrogative, short answers	-	Discuss specific information with friends	Read procedure texts for specific information	Write instructions using imperative sentences in context

Use imperative sentence (positive and negative)	Use pronoun: singular and plural				Write procedure texts in context
	Introduce the structures of procedure text: Goals, ingredients, and steps				
	Use imperative sentence: positive and negative				

	Vocabulary: foods, cooking ingredients, utensils, and imperative verbs				
Chapter 3. Home Sweet Home					
Unit 1. My House					
Describe rooms in a house	Verbs: *be* -affirmative, negative, interrogative, short answers	Listen to conversations for specific information	Practice and demonstrate the expressions learned in the unit	Read a monologues and conversations for specific information	Write correct specific information and a description based on pictures, personal information, and a conversation

Describe things in the rooms	Preposition: in, on, under, next to, behind, behind, in front of, above		Practice and demonstrate monologues to describe a house and a room in context		
	Vocabulary: rooms in a house, things in rooms, and weather				
Unit 2. My House Chores					
Describe household activities	Verbs: *be* -affirmative, negative, interrogative, short answers	-	-	Read monologues for specific information	Write specific information based on pictures and personal information
Describe things to use to clean up	Use pronoun: singular and plural				

Use simple present tense to describe things	Vocabulary: room in a house, household activities, things to use to clean up, and things in a house				
Unit 3. Let's Clean Up!					
Describe cleaning up activities	Verbs: *be* -affirmative, negative, interrogative, short answers, action verbs	-	Say specific information based on a picture	Read a monologue for specific information	Write correct specific information based on pictures and monologue
	Conjunction: first, second, next, then, etc.			Read a procedure text for specific information	Write the imperative sentences based on pictures
	Use imperative sentences				Fill in the crossword puzzle

					Match the imperative sentences with pictures
Chapter 4. My School Activities					
Unit 1. My Class Schedule					
Describe a class schedule	Verbs: *be* -affirmative, negative, interrogative, and short answers	Listen to conversations and a monologue about one's class schedule for specific information	Say personal information based on the picture	-	Match pictures and words
			Practice and demonstrate monologues to describe one's schedule with friends		Write scripts of a conversation about asking and giving information of one's class schedule

					Write a script of a monologue to describe a personal class schedule
Unit 2. My Online Class					
Talk about online class	Verbs: *be-* affirmative, negative, interrogative, short answers	-	Say specific and personal information based on the picture and in context	Read a monologue and conversations about online class for specific information	Match pictures and words
Use the expressions: “could you ...” and “can you ...”	Using the expressions “could you ...” and “can you ...”		Use the expressions to ask something in context	Read infographics about learning tips for specific information	Arrange words into correct sentences
	Vocabulary: activities in and features of online learning				Write expressions learned in the unit, specific information, and personal information in context

					Write an infographic about the learning tips
Unit 3. My Study Habits					
Talk about study habits	Verbs: *be* -affirmative, negative, interrogative, short answers	-	Say wordings that describes someone based on the picture	Read descriptive texts for specific information	Write specific information based on the picture and texts
Use adverbs of frequency	Using adverbs of frequency: always, usually, normally/ generally, often/ frequently, sometimes, occasionally, seldom, hardly ever/rarely, never				Complete the text about study habits in context

					Change verbs, and complete and underline adverbs in the texts
					Write descriptive texts about study habits in context
Chapter 5. This is My School					
Unit 1. School Buildings					
Ask for and give directions	Verbs: *be* -affirmative, negative, interrogative, short answers	Listen to conversations for specific information	Say specific and personal information based on pictures Give direction based on the picture (map)	-	Write specific information based on the pictures, audio, and map

Describe extracurricular activities	Using preposition of place: beside, between, behind, in front of, or across from				Draw a school map
Describe a school festival	Vocabulary: rooms in a school, things in a school				
Unit 2. Extracurricular Activities					
Talk about extracurricular activities	Verbs: *be*- affirmative, negative, interrogative, short answers	Listen to conversations about extracurricular activities for specific information	Say specific and personal information about extracurricular activities based on the picture	Read monologues about extracurricular activities for specific information	Match pictures with words
	Vocabulary: extracurricular activities, time, and place		Practice and demonstrate a conversation about extracurricular activities with a friend in context		Write correct sentences about extracurricular activities based on specific information on the pictures

Unit 3. School Festival					
Describe a school festival	Verbs: *be*- affirmative, negative, interrogative, short answers	-	Say specific and personal information based on the picture	Read texts about school festivals for specific information	Write sentences based on the provided words
Describe rooms in the school	Vocabulary: features of the room like the identification, the size, the object, and the activity		Describe a room with friends in the chain sentences activity		Practice and write descriptive texts about a room
					Make a poster for a school event

Tokoh dalam Buku English for Nusantara

Dalam buku ini terdapat karakter tetap yang akan menemani peserta didik dalam belajar Bahasa Inggris. Peserta didik akan menemukan berbagai karakter yaitu Galang, keluarga Galang (Pak Rahmansyah, Ibu Posma, Shinta, dan Tamara), teman-teman Galang (Monita, Andre, Pipit, Leni, dan Made), guru Bahasa Inggris (Ibu Ida), Kepala Sekolah (Pak Edo), guru IPA (Pak Romy) dan lain-lain. Tokoh-tokoh tersebut mewakili berbagai suku bangsa yang ada di nusantara.

Galang Rahmansyah adalah seorang siswa SMP berusia 13 tahun yang bersekolah di SMP Merdeka. Ia lahir di Kalimantan. Galang tinggal bersama ayah, ibu, dan kedua saudara perempuannya. Ayah Galang yang bernama Pak Rahmansyah adalah seorang petani penggarap yang memiliki ternak ayam dan sapi. Ibu Galang yaitu Ibu Posma Hutasuhut adalah seorang yang berasal dari Medan dan berprofesi sebagai penjahit. Galang adalah anak kedua. Kakaknya bernama Sinta Rahmansyah berusia 17 tahun, sedangkan adiknya yang bernama Tamara Rahmansyah masih berusia 6 tahun.

Galang memiliki beberapa sahabat, yaitu Andre Tanudjaja, seorang keturunan Tionghoa; Monita Turangan, berdarah Manado; Pipit Safitri yang berdarah Sunda; Leni Lestari yang berdarah Minang; dan Made Wirawan yang berdarah Bali. Di sekolah, Galang memiliki guru Bahasa Inggris yang berasal dari Bali, yaitu Ibu Ida Ayu Komang. Sedangkan kepala sekolahnya adalah seorang yang berasal dari Papua bernama Pak Edo Salosa."


Galang Rahmansyah

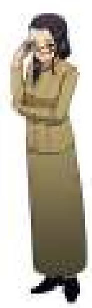

Monita Turangan


Andre Tanudjaja


Pipit Safitri


Leni Lestari


Made Wirawan


Ibu Ida Ayu Komang


Pak Edo Salosa


Pak Rahmansyah


Ibu Posma Hutasuhut


Sinta Rahmansyah


Tamara Rahmansyah

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Chapter 0

The Beginning



CHAPTER 0

Chapter ini dirancang untuk menunjang proses belajar peserta didik, khususnya yang belum memiliki pengalaman belajar Bahasa Inggris di Sekolah Dasar. Materi yang disajikan dalam *Chapter* ini meliputi: *alphabets, numbers, time, family members, colours,* dan *simple instructions*. Penyajian materi disertai dengan pranala sumber belajar bagi peserta didik yang memiliki akses Internet. Bila tidak, contoh pelafalan dapat ditanyakan pada guru Bahasa Inggris di sekolah.

A. Alphabets

Scan Me

Let's learn alphabets together. Sing along to this song.

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

B. Numbers

Scan Me

Listen to the audio on how to pronounce the numbers.

Cardinal Numbers			Ordinal Numbers		
0	Zero	*Nol*			
1	One	*Satu*	1st	First	*Pertama*
2	Two	*Dua*	2nd	Second	*Kedua*
3	Three	*Tiga*	3rd	Third	*Ketiga*
4	Four	*Empat*	4th	Fourth	*Keempat*
5	Five	*Lima*	5th	Fifth	*Kelima*
6	Six	*Enam*	6th	Sixth	*Keenam*
7	Seven	*Tujuh*	7th	Seventh	*Ketujuh*
8	Eight	*Delapan*	8th	Eighth	*Kedelapan*
9	Nine	*Sembilan*	9th	Ninth	*Kesembilan*
10	Ten	*Sepuluh*	10th	Tenth	*Kesepuluh*
11	Eleven	*Sebelas*	11th	Eleventh	*Kesebelas*
12	Twelve	*Dua belas*	12th	Twelfth	*Kedua belas*

13	Thirteen	*Tiga Belas*	13th	Thirteenth	*Ketiga belas*
14	Fourteen	*Empat belas*	14th	Fourteenth	*Keempat belas*
15	Fifteen	*Lima belas*	15th	Fifteenth	*Kelima belas*
16	Sixteen	*Enam belas*	16th	Sixteenth	*Keenam belas*
17	Seventeen	*Tujuh belas*	17th	Seventeenth	*Ketujuh belas*
18	Eighteen	*Delapan belas*	18th	Eighteenth	*Kedelapan belas*
19	Nineteen	*Sembilan belas*	19th	Nineteenth	*Kesembilan belas*
20	Twenty	*Dua puluh*	20th	Twentieth	*Kedua puluh*
30	Thirty	*Tiga puluh*	30th	Thirtieth	Ketiga puluh
40	Fourty	*Empat puluh*	40th	Fourtieth	Keempat puluh
50	Fifty	*Lima puluh*	50th	Fiftieth	Kelima puluh
60	Sixty	*Enam puluh*	60th	Sixtieth	Keenam puluh
70	Seventy	*Tujuh puluh*	70th	Seventieth	Ketujuh puluh
80	Eighty	*Delapan puluh*	80th	Eightieth	Kedelapan puluh
90	Ninety	*Sembilan puluh*	90th	Nintieth	Kesembilan puluh
100	One hundred	*Seratus*	100th	One hundredth	Keseratus
500	Five hundred	*Lima ratus*	500th	Five hundredth	Kelima ratus
1,000	One thousand	*Seribu*	1,000th	One thousandth	Keseribu

Example on a sentence:

1. Cardinal numbers
   "I picked **twelve** apples from the garden."
2. Ordinal numbers
   "I got the **fifth** rank last semester.

C. Days of the Week

Listen to the audio on how to pronounce the days of the week.

Monday	Senin
Tuesday	Selasa
Wednesday	Rabu
Thursday	Kamis
Friday	Jum'at
Saturday	Sabtu
Sunday	Minggu

Scan Me

D. Months of the Year

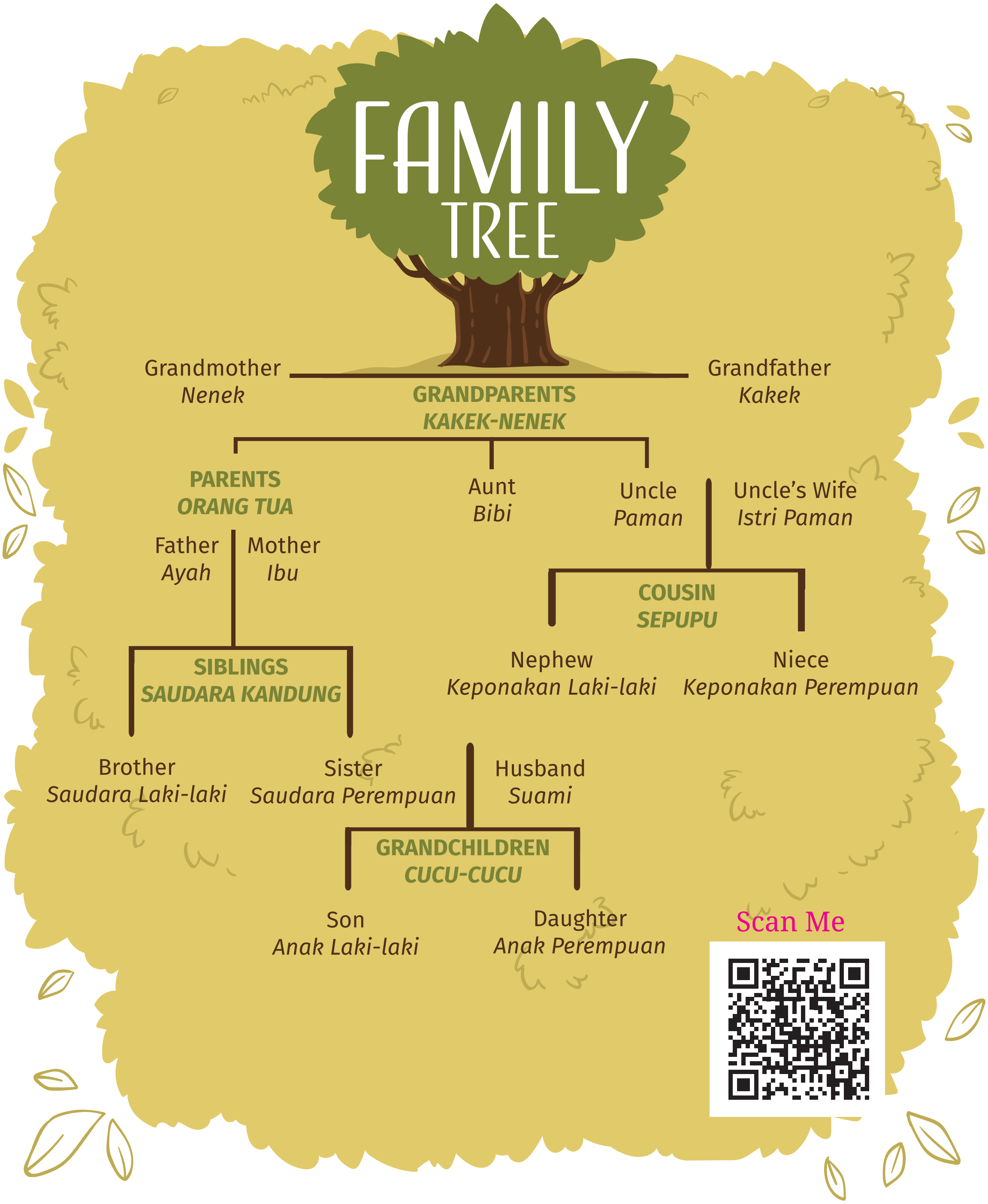
Listen to the audio on how to pronounce the months of the year.

1 Januari January	*2 Februari* February	*3 Maret* March
4 April April	*5 Mei* May	*6 Juni* June
7 Juli July	*8 Agustus* August	*9 September* September
10 Oktober October	*11 November* November	*12 Desember* December

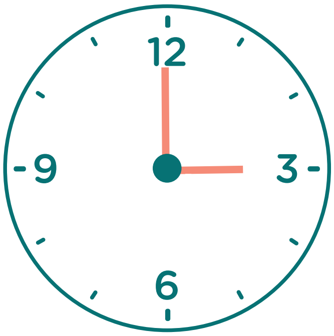
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E. Family Members

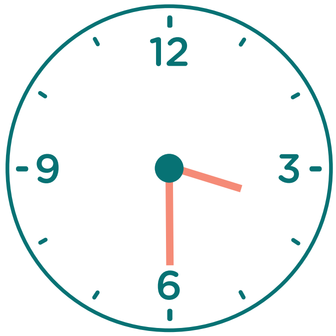
Listen to the audio on how to pronounce the family members.



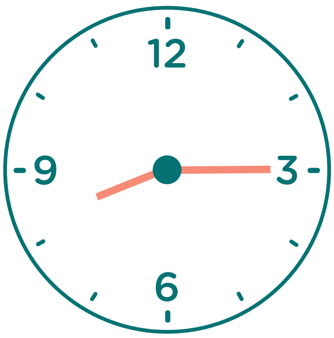
F. Telling the Time



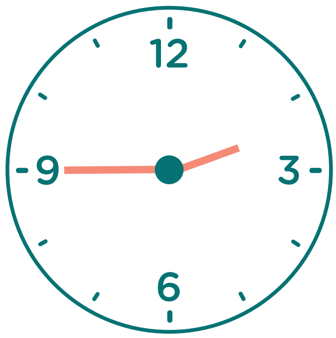
3.00 = It's three **o'clock**



3.30 = It's **half past** three



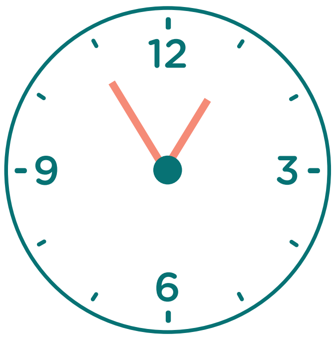
8.15 = It's **quarter past** eight



2.45 = It's **quarter to** three



11.35 = It's thirty five **past** eleven



12.55 = It's five **to** one

G. WH-Questions

Table 3 WH-Question

What = *Apa* What's = What is	"What's your school name?" *"Apa nama sekolahmu?"*
Who = *Siapa* Who's = Who is	Who = Siapa "Who's that woman?" *"Siapa wanita itu?"*
Why = *Mengapa/ Kenapa*	"Why do you like it?" *"Mengapa kamu menyukainya?"*
Where = *Dimana*	"Where do you live?" *"Dimana kamu tinggal?"*
When	"When do you go on vacation?" *"Kapan kamu pergi berlibur?"*
How	"How do you turn on the washing machine?" *"Bagaimana kamu menyalakan mesin cuci?"*
How much	"How much does it cost?" *"Berapa harganya?"*
How many	"How many cats do you have?" *"Berapa banyak kucing yang kamu punya?"*
How often	"How often do you go swimming?" *"Seberapa sering kamu pergi berenang?"*
Which	"Which drink do you want?" *"Minuman mana yang kamu mau?"*

H. School Subjects



I. Colors

🎧 Listen to this audio on how to pronounce colors.

Red	:	Merah
Blue	:	Biru
Green	:	Hijau
Yellow	:	Kuning
Orange	:	Jingga
Purple	:	Ungu
White	:	Putih
Black	:	Hitam
Brown	:	Cokelat
Pink	:	Merah muda
Gray	:	Abu-abu

Scan Me

J. Instructions

- Act : *Lakukan*

  "**Act** out the hobby."
- Answer : *Jawab/Jawablah*

  "**Answer** the questions based on the texts."
- Ask : *Tanya/Tanyakan*

  "**Ask** at least five students about their identities."
- Circle : *Lingkari*

  "**Circle** the letters that are correct based on the conversation."
- Complete : *Lengkapi*

  "**Complete** sentences with the suitable pronouns."
- Describe : *Jelaskan*

  "**Describe** people's physical features and their daily activities."
- Identify : *Identifikasi*

  "**Identify** Galang and Andre's hobbies, tools, and frequency."
- Listen/Listen to : *Dengar/Dengarkan*

  "**Listen** to Audio 1.1."
- Match : *Cocokkan*

  "**Match** the pictures and the words."
- Practice : *Berlatih*

  "**Practice** asking for and giving information about someone's identity."
- Present : *Tampilkan*

  "**Present** it in front of your class."
- Read : *Baca/Bacalah*

  "**Read** the descriptions of Monita, Andre, and Ibu Posma and Sinta."

- Say : *Ucapkan/Katakan*

  "**Say** the expressions of greetings, introducing someone, and parting."
- Say what you know : *Katakan apa yang kamu ketahui*

  "**Say what you know** about the people's activities in the park."
- Show and tell : *Tunjukkan dan beritahu*

  "**Show and tell** it to your friends in class."
- Underline : *Garis bawahi*

  "**Underline** pronouns referring to Monita, Andre, and Ibu Posma and Sinta."
- Work with a friend : *Kerjakan dengan teman*

  "**Work with a friend** to complete Worksheet 2.2."
- Write : *Tulis/Tuliskan*

  "**Write** your introduction in the box below."

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Chapter 1

About Me



Learning Objectives

Upon completion of Chapter 1, you should be able to:

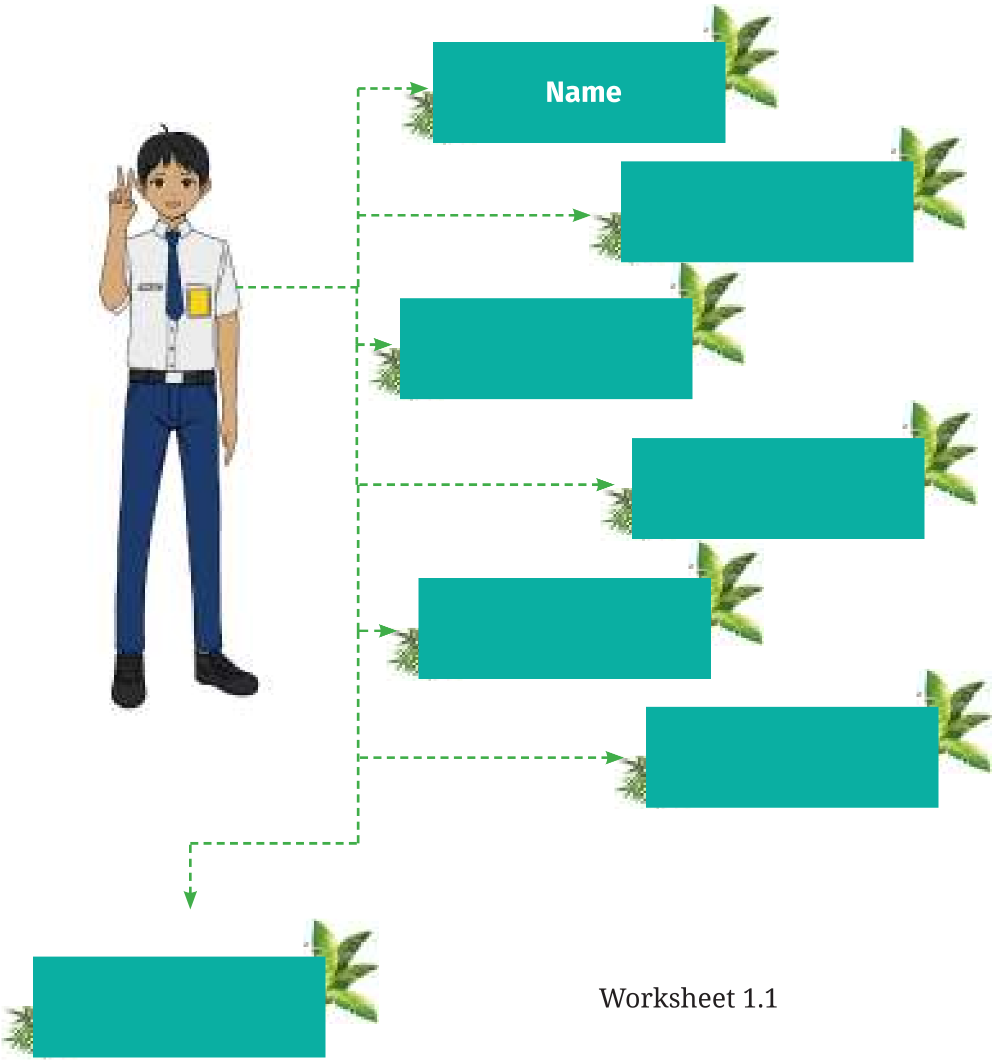
1. introduce yourself and others;
2. talk about hobbies;
3. describe people's physical and personality traits, and
4. describe their daily activities.



Unit 1. Galang from Kalimantan

Section 1 – Say What You Know

Write what you usually say when introducing yourself in Worksheet 1.1. One box has been completed for you.



Worksheet 1.1

Section 2 – Listening

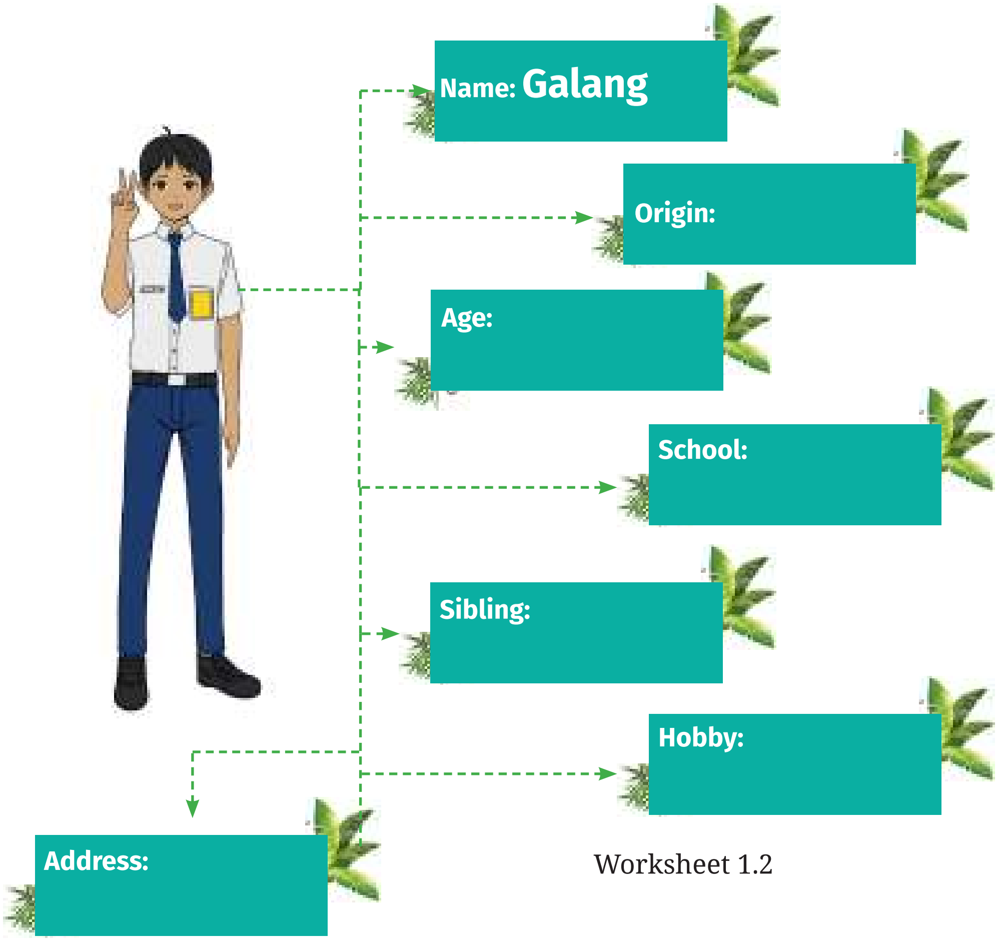
a. Listen to Audio 1.1. A boy is introducing himself.



Comic strip 1.1 Galang's introduction

b. Listen again to Audio 1.1. Practice saying Galang's introduction.

c. Write his identity in the empty boxes in Worksheet 1.2. One box has been completed for you. See the Wordbox at the end of the chapter, to help you find the meanings of key wordings.



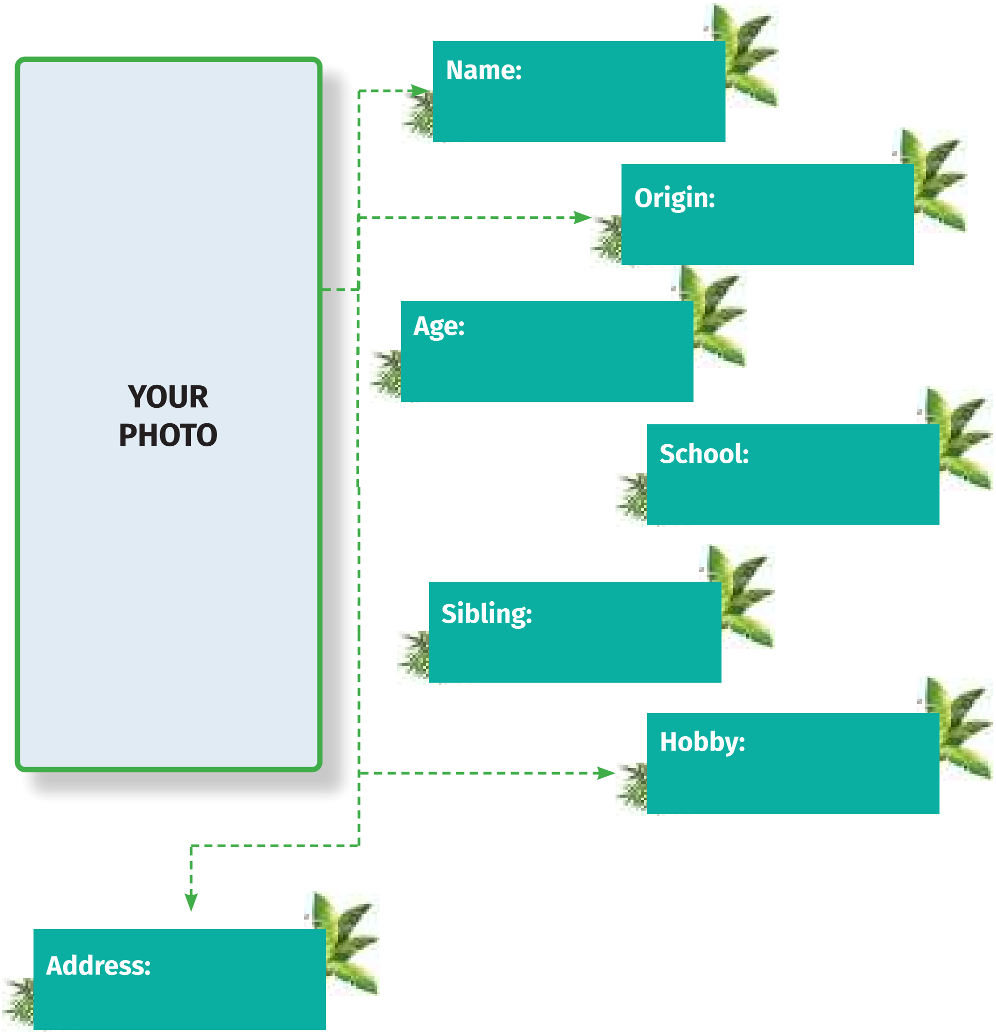
Worksheet 1.2

Did You Know?

Mr., Mrs., or Miss are addresses that people can use in formal situations in English. These addresses are followed by complete names or last names, for example Mr. Puji Darmawan or Mr. Darmawan, Mrs. Paula Alexander or Mrs. Alexander, and Miss Soraya Nasution or Miss Nasution. What addresses are there in your language? How are they used?

Section 3 – Your Turn: Speaking

a. Complete the chart below with your identity. You can put or draw your picture in the box on the left.



Worksheet 1.3

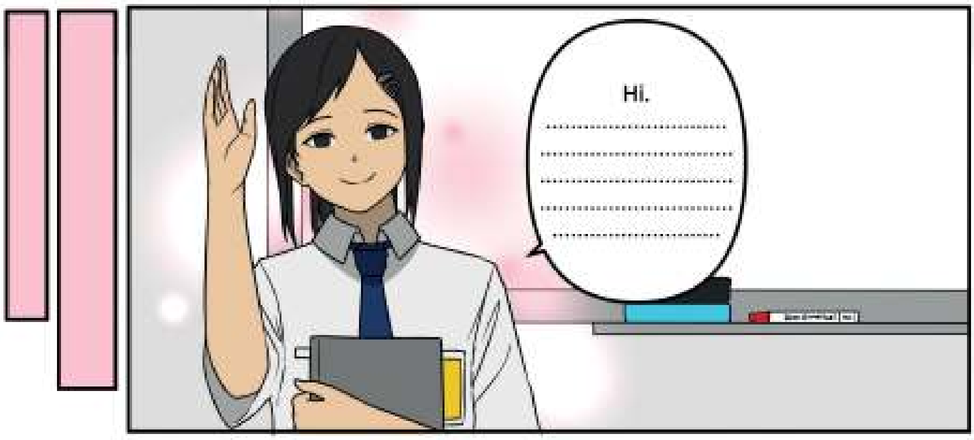
b. Write your introduction in Worksheet 1.4. Use the information from the chart in Worksheet 1.3. See the **Wordbox.**

Hello.

My name's _________ I go to _________ school. I come from _________ I live on *Jalan* _________ I like _________ I have _____________ sister(s)/brother(s).

Worksheet 1.4

c. Practice introducing yourself.



Worksheet 1.5

d. Introduce yourself to the class.



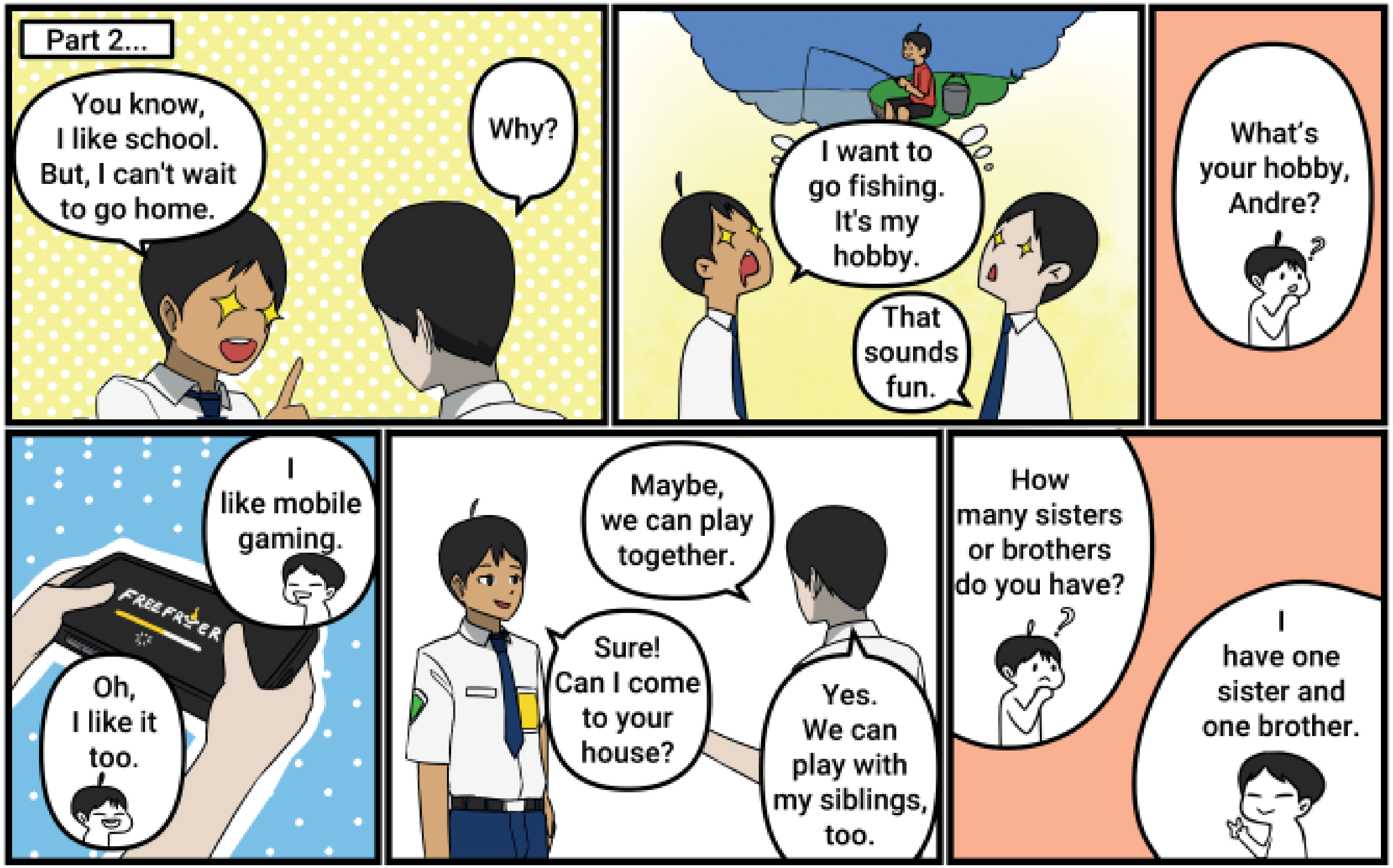
Worksheet 1.6

Section 4 – Listening

a. Listen to Audio 1.2. Galang and Andre are introducing themselves to each other. The audio has two parts. You can listen to Part 1 and then Part 2. Or, you can listen to both Parts in one go. See the **Wordbox.**

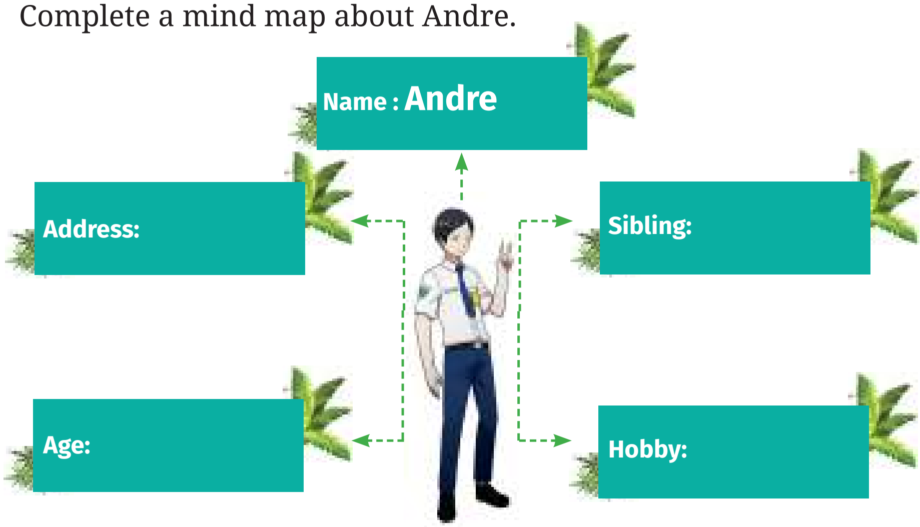


Comic strip 1.2 Part 1 Galang and Andre are introducing themselves to each other.



Comic strip 1.2 Part 2 Galang and Andre are introducing themselves to each other.

b. Complete a mind map about Andre.



Worksheet 1.7

Section 5 – Language Focus

a. Read aloud the expressions of asking and giving information about someone's identity. See the **Wordbox.**

Table 1.1

	Questions	Responses
Name	What's your name?	My name's ... I'm ...
Origin	Where are you from? Where do you come from?	I'm from ... I come from ...
Address	Where do you live?	I live on Jalan ...
Age	How old are you?	I'm ... years old.
Hobby	What's your hobby? What do you like doing in your free time?	My hobby is ... I like ...
Siblings	How many siblings do you have? How many brothers and sisters do you have?	I have ... siblings. I have ... brothers. I have ... sisters. I'm an only child.

b. Practice using the expressions in Table 1.1 with a friend.



Comic strip 1.3 Introduction

c. Go around the room. Ask at least five students about their identities. Write their responses in Worksheet 1.8.

Identity	Student 1	Student 2	Student 3	Student 4	Student 5
Name					
Origin					
Address					
Age					
Hobby					
Siblings					

Worksheet 1.8

Section 6 – Listening

a. Listen to Audio 1.3. Three students are introducing themselves. There are two parts in the audio. You can listen to Part 1 and then Part 2. Or, you can listen to both parts in one go. See the Wordbox.





Comic strip 1.4 Three students are introducing themselves

b. Listen again to Audio 1.3. Circle the letters on Worksheet 1.9 that are correct based on the conversation.



Worksheet 1.9

Section 7 – Your Turn: Speaking

a. Say the expressions of greetings, introducing someone, and partings. See the **Wordbox**.

Table 1.2

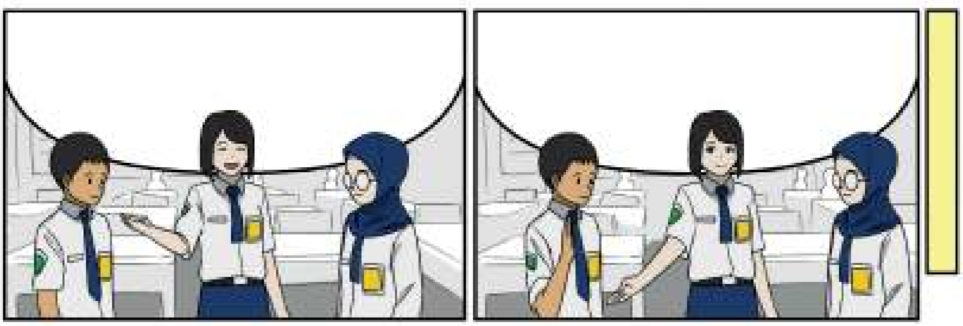
Greetings	Introducing Someone	Partings
Hi. Hello. Good morning. Good afternoon. Good evening. How are you? Fine, thanks. I'm OK.	This is ... She's from ... He's from ... She likes ... He loves ... Nice to meet you. Nice to meet you, too.	Bye. Good bye. See you later.

b. Practice the expressions in Table 1.2 with two of your friends.



Comic strip 1.5 Greeting and introducing someone

c. Introduce a classmate to another classmate in your class.



Worksheet 1.10

Enrichment: Neighborhood Walk

Greet people that you meet around the school neighborhood. Use appropriate expressions of greeting and parting. You can greet your friends, teachers, janitors, and all other people at school.



Comic strip 1.6 Greetings around the school

Unit 2. I Love Fishing

Section 1 – Say What You Know

a. Look at Picture 1.1. Say what you know about the people's activities in the park.



Picture 1.1 People's activities in the park

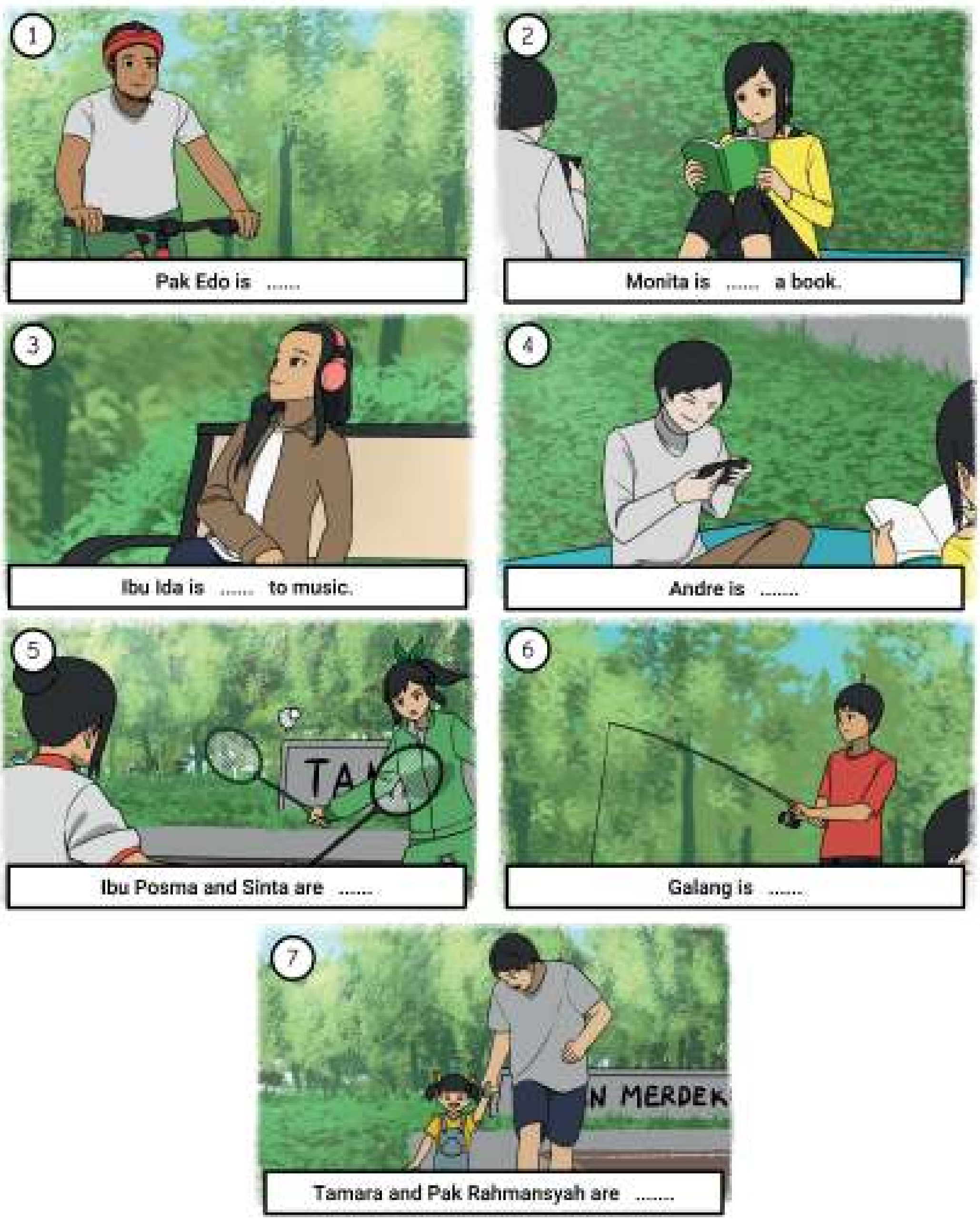
b. Read the words in the bubbles. Point the relevant activities in Picture 1.1. See the **Wordbox**.

Cycling
Fishing

Reading
Mobile gaming
Jogging

Listening
Playing Badminton

c. Complete the sentences on Worksheet 1.11.



Worksheet 1.11

Section 2 – Listening

a. Listen to Audio 1.4 Part 1. Andre and Monita are talking about their hobbies.



Comic strip 1.7 Talking about hobbies

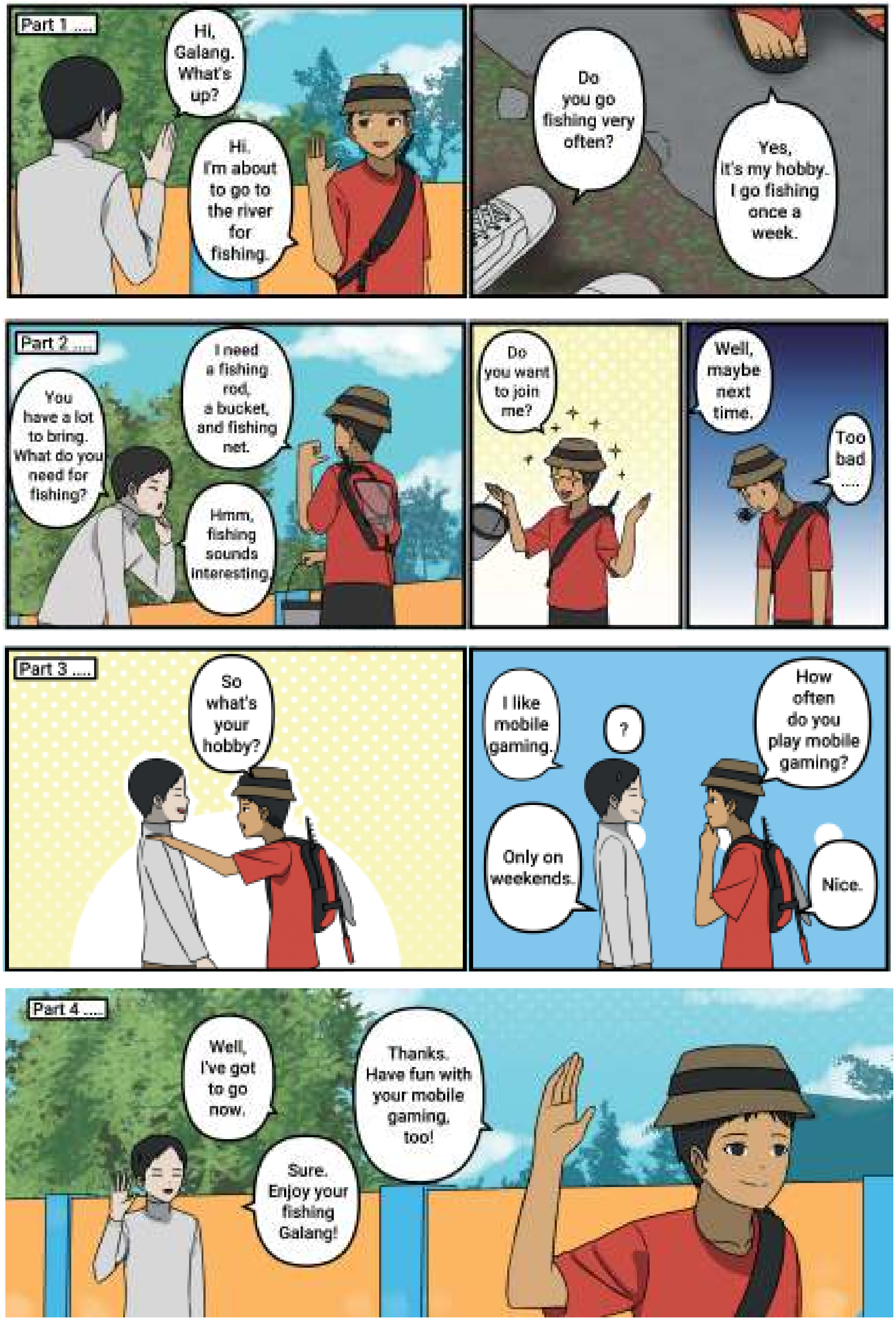
b. Listen to Audio 1.4 Part 2. People are talking about their hobbies. Write their hobbies on Worksheet 1.12.



Worksheet 1.12

Section 3 – Listening

a. Listen to Audio 1.5. Galang and Andre are talking about their hobbies, frequency, and tools for doing the hobbies. The audio has four parts. You may listen to each part and stop. Or, you may listen to all of the parts in one go. See the **Wordbox**.



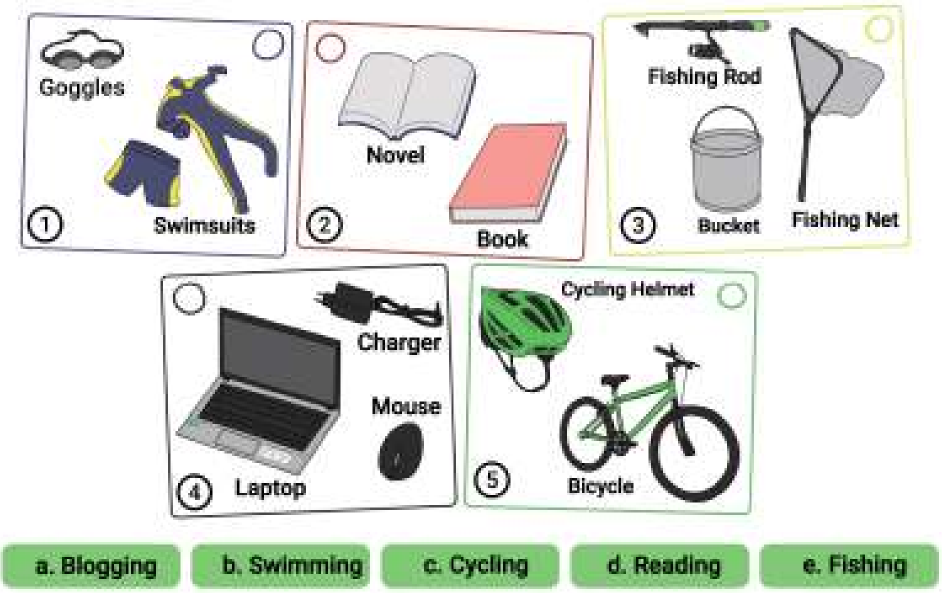
Comic strip 1.8 Galang and Andre hobbies

b. Identify Galang and Andre's hobbies, tools, and frequency. Complete Worksheet 1.13 based on the conversation in Audio 1.5. One box has been done for you.

Character	Hobby	Frequency (how often)	Tools
Galang		once a week	
Andre			

Worksheet 1.13

c. Write the letter (a, b, c, d, or e) for the relevant picture on Worksheet 1.14.



Worksheet 1.14

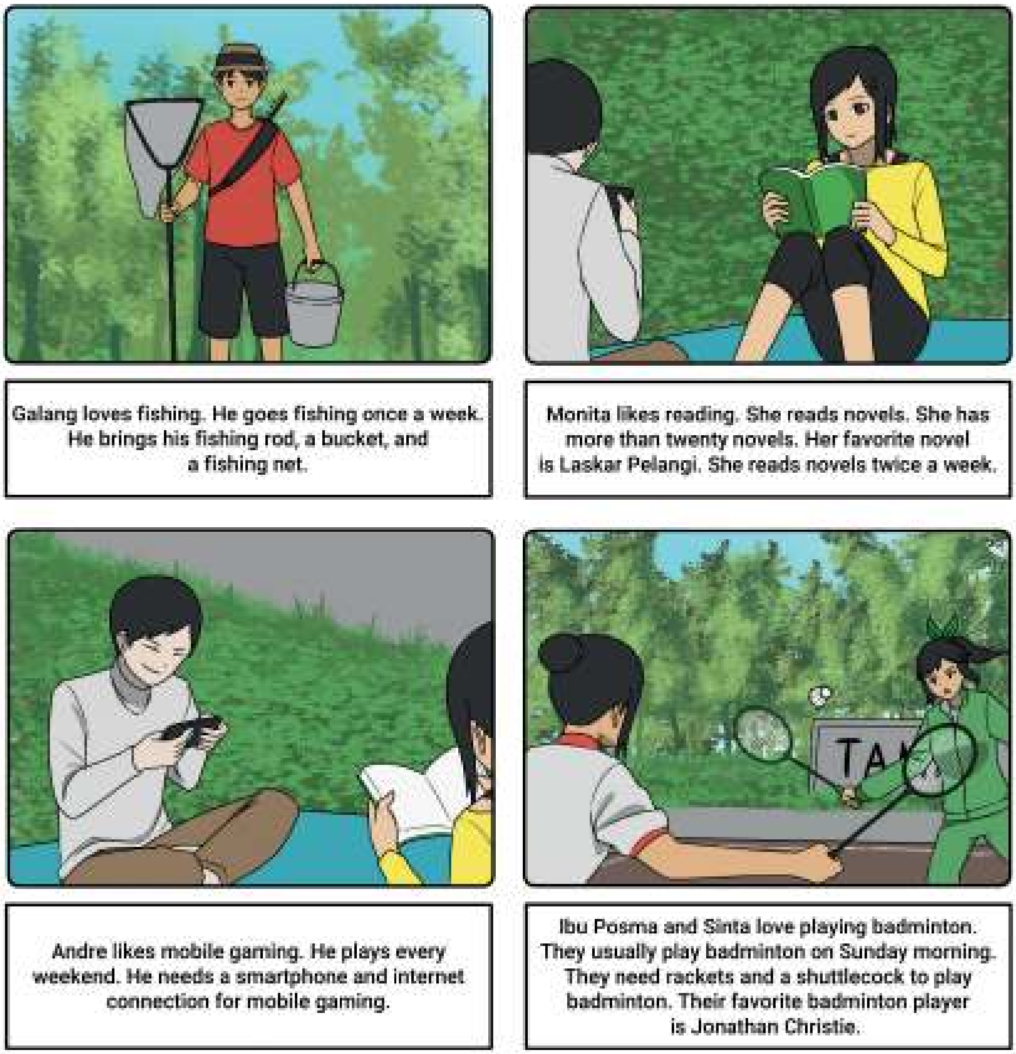
Did You Know?

People around the world have unusual or extreme hobbies. Have you ever heard of stone skipping and Parkour? Stone skipping is the art of throwing flat rocks across the water. The goal is to see how many times a stone bounces off the surface of water before sinking (https://www.surfertoday.com/skimboarding/the-science-and-art-of-stone-skipping).

Parkour is an activity in which the goal is to move from one place to another as quickly and efficiently as possible, using the abilities of the human body. Parkour helps to overcome barriers, and is practiced in rural and urban areas (https://kids.kiddle.co/Parkour).

Section 4 – Reading

a. Read the text about people's hobbies. See the **Wordbox**.



Text 1.1 People's Hobbies

b. Work with a classmate to complete Worksheet 1.15 based on the Text 1.1.

Name	Hobby	Frequency	Tools Needed

Worksheet 1.15

c. Answer the questions based on Text 1.1.

1. Who loves playing badminton?

   ____

2. How often does Monita read novels?

   ____

3. What tools does Galang need to go fishing?

   ____

4. Mention the people who do their hobbies outdoors.

   ____

5. Mention the hobbies that support physical health.

   ____

Worksheet 1.16

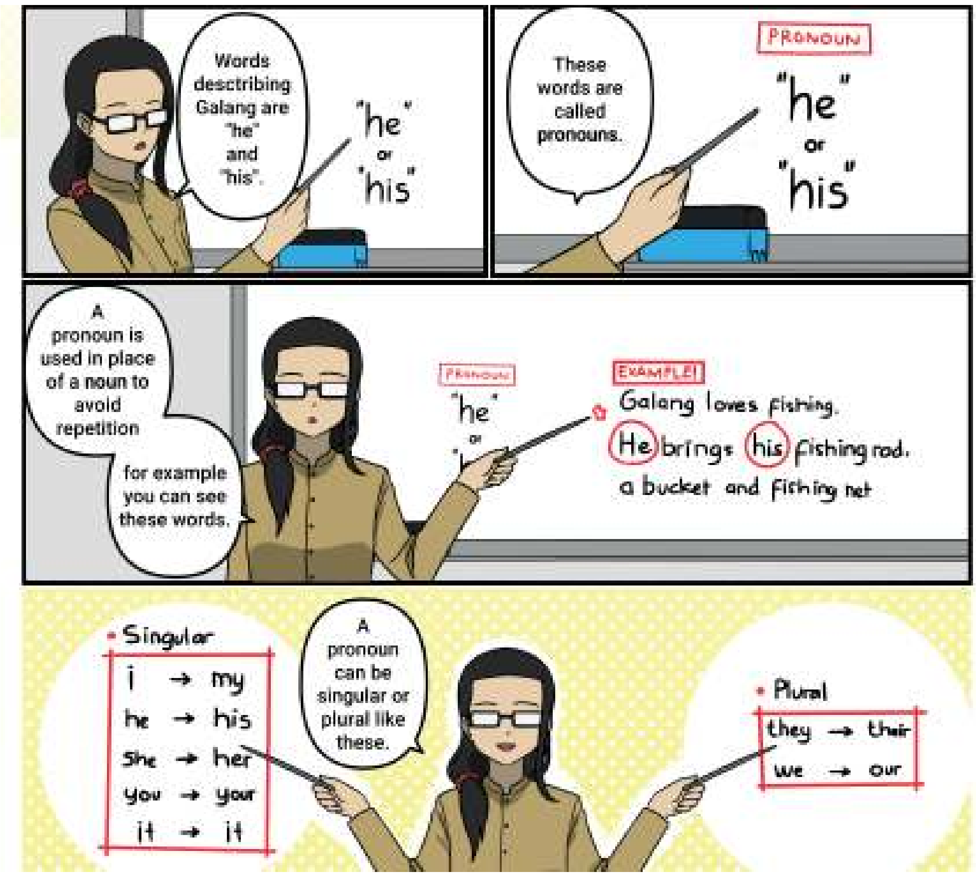
Section 5 – Language Focus

a. Read the description of Galang's hobby in Text 1.2. Look at the highlighted words referring to Galang.



Text 1.2 Galang's hobby

b. Read *Ibu* Ida's explanations about pronouns (Part 1).



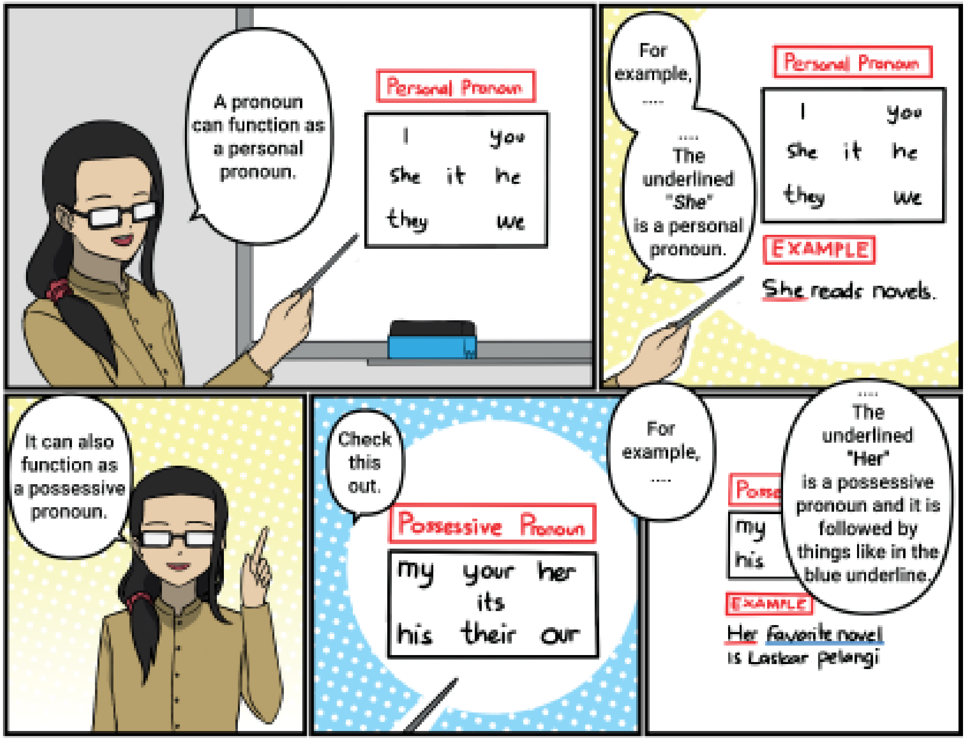
Comic strip 1.9 Part 1 Pronouns

c. Read the Text 1.3 about hobbies. Underline pronouns referring to Monita, Andre, and *Ibu* Posma and Sinta. See the description of Galang's hobby in Text 1.2 as an example.



Text 1.3 Hobbies

d. Read *Ibu* Ida's explanation about pronouns (Part 2).



Comic strip 1.9 Part 2 Pronouns

e. Complete Worksheet 1.17 with the pronouns you identified from the description of people's hobbies in Text 1.3.

Pronouns	Personal	Possessive
singular	I she he	my ... ...
plural	...	their

Worksheet 1.17

f. Complete the sentences with suitable pronouns.

1. Pak Edo likes cycling. (a) _____ goes cycling almost every morning. (b) _____ bicycle is very expensive.
2. Ibu Ida Ayu loves listening to music. (a) _____ likes KPop very much. (b) _____ favorite boy band is BTS.
3. Monita likes watching movies. (a) _____ loves watching KDrama. (b) _____ favorite actor is Hyun Bin.
4. Sinta and Tamara love playing badminton. (a) _____ always play badminton on Sunday morning. (b) _____ want to be a professional badminton players one day.
5. Pak Rahmansyah likes jogging. (a) _____ jogs once a week. (b) _____ jogs at the park on Sundays.
6. Ibu Komang's husband likes photography. (a) _____ usually takes pictures using (b) _____ smartphone.
7. Monita and her father love hiking. (a) _____ like to walk in the countryside. (b) _____ preferred hiking trail is Matang Kaladan Hill.
8. Andre's mother likes cooking. (a) _____ soto banjar is very delicious. (b) _____ wants to join the Master Chef competition one day.

Worksheet 1.18

Section 6 – Your Turn: Reading

a. Read the text about Pak Edo's Hobby . See the Wordbox.

Pak Edo's Hobby

Pak Edo's hobby is cycling. He goes cycling every morning. *Pak* Edo always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.

Pak Edo sometimes goes cycling with his wife and children. They ride their bicycles together on weekends. Their favorite place for cycling is the park. They like cycling at the park because the air is very fresh.

Pak Edo likes cycling because it can make him healthy. Cycling makes immune cells more active. Cycling is also good for the environment because it does not release pollution.

b. Answer the questions on Worksheet 1.19 based on the texts.

1. Where are *Pak* Edo and his family's favorite places for cycling?

   ____

2. What day do *Pak* Edo and his family go cycling?

   ____

3. They ride their bicycles together on weekends. What does the word 'they' refer to?

   ____

4. Do you agree with *Pak* Edo that cycling is useful for health and the environment? Explain.

   ____

5. Why does *Pak* Edo wear his helmet whenever he goes cycling?

   ____

Worksheet 1.19

Enrichment: Miming and Guessing a Hobby

a. Think of a hobby. Act it out.

b. Let your friends guess your hobby.

Unit 3. My Friends and I

Section 1 – Say What You Know



Picture 1.2 Galang and his friends

In Picture 1.2, you can see Galang and his friends. Can you identify each of them?

a. Point the pictures and say their names.

b. What are their physical traits?

Section 2 – Writing

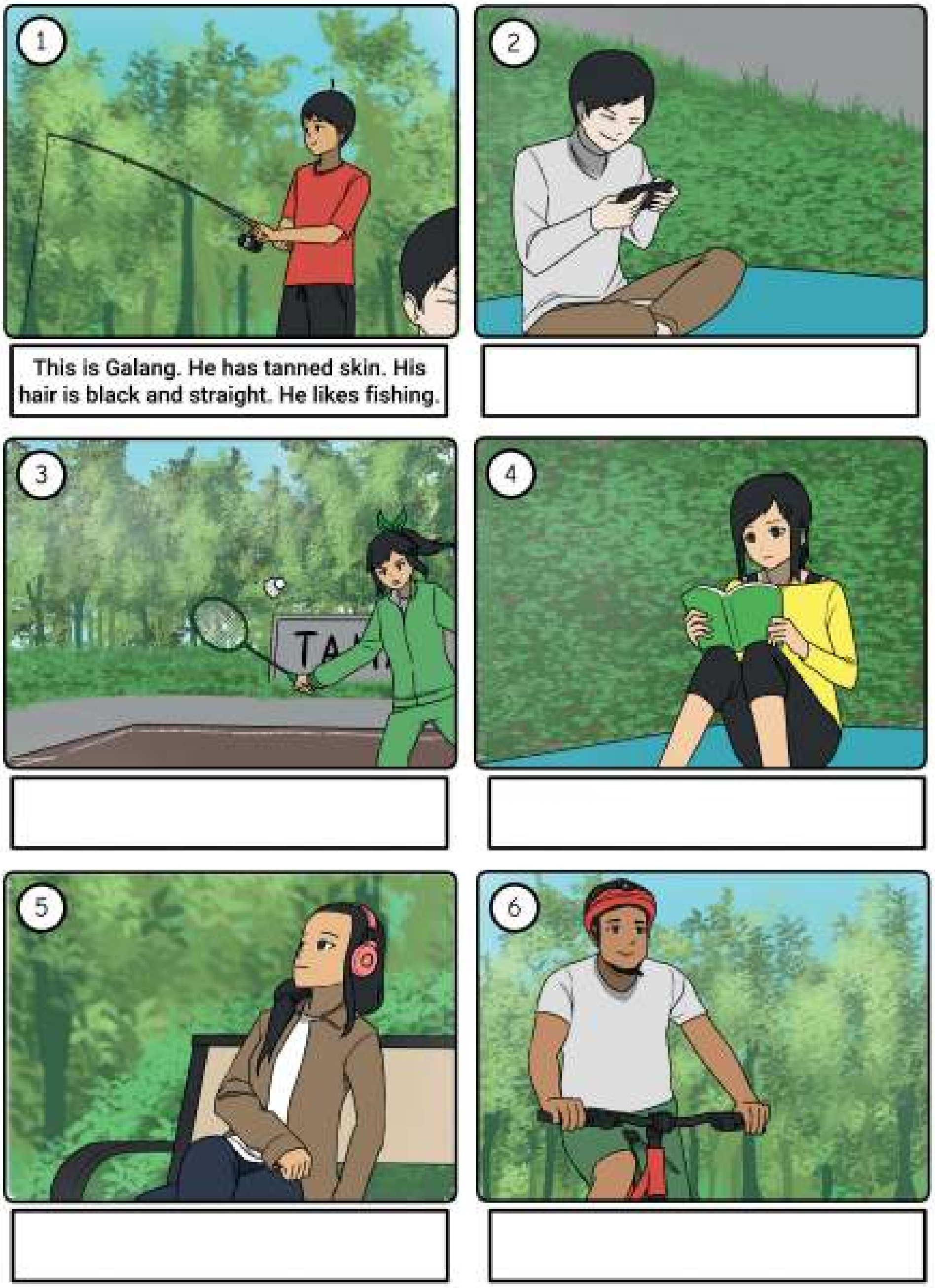
a. In Section 1, you have learned a few words to describe people's physical traits. Now, you may think about the words related to personality traits. Some words have been provided as examples in the table. See the **Wordbox**.

Physical Features	
Short	
Tall	

Personality Traits	
Friendly	Honest
Cheerful	

Worksheet 1.20

b. Now, use the words in Part a to write a description about Galang and his friends. You can also look at the picture to write about their hobbies. Look at the example. See the **Wordbox**.



Worksheet 1.21

Section 3 – Reading and Viewing

a. Look at Picture 1.3. Observe the physical traits of each person in the picture. You can use the words in the box to describe each person. See the **Wordbox**.



Picture 1.3 Galang and Friends.

b. Complete the blanks with the correct words in the clouds.

Tall	Wavy	Chubby
Curly	Hijab	Short
Long	Skinny	Straight

Galang and Friends

Galang shows a picture of his friends at home to Monita and Andre. In this picture, Galang wears a black jacket. Lenny is standing in the far left. She is (1) _________ and (2) _________. She likes sewing.

Next to Lenny is Tono. He is popular because of his (3) _________, (4) _________ hair. The boy sitting in the front row is Ahmad. He is (5) _________ and (6) _________. He likes playing soccer. The other boy sitting next to Ahmad is Dani. Like Ahmad, Tono also has (7) _________ hair. He likes playing soccer.

There are two other girls in the picture. They are standing next to Tono. They are Nina and Salma. Nina (8) _________, (9) _________ hair. Salma wears a (10) _________ and glasses. They like playing badminton. Finally, the boy standing on the right is Made. He uses a crutch. Made likes playing basketball.

Worksheet 1.22

c. Read the text again. Point and say the name of the characters in Picture 1.3.

Section 4 – Reading

a. Read a text about Made, the Basketball Player.



Picture 1.4 Made

Made the Basketball Player

Made is Galang's friend. He is 14 years old. He is very friendly. He has a lot of friends. Made has short, black hair. He always wears a cap wherever he goes.

Made is special. He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.

b. Answer the questions based on the text.

1. Who is Made?

____

2. How old is he?

____

3. Describe Made's physical and personality traits.

____

4. What is special about Made?

____

5. How often does he practice?

____

6. How do the teammates feel about Made?

____

Worksheet 1.23

c. Complete Worksheet 1.24 with the correct information from the text.

Regular Activities	Facts
Example:	Example:
1. He always wears a cap wherever he goes.	1. He is 14 years old.
2. ____________________	2. ____________________
3. ____________________	3. ____________________
4. ____________________	4. ____________________
5. ____________________	5. ____________________

Worksheet 1.24

Section 5 – Language Focus

a. Describing people

Describing people typically contains information about their physical features, personality traits, their current condition or facts; such as job, age, hobby, and regular activities; or what they usually do. Look at the following examples:

1. His **name** is Made.
2. He **uses** a crutch.
3. Made **likes** playing basketball.
4. They **like** playing badminton.

When we talk about an activity that is done regularly, we can use words to show ***action*** (he **wears** ...) or ***feeling*** (he **likes** ...). These types of words are called **verbs**. The form of verbs can change depending on who is being described.

In example number 3, we use **likes** because the subject is singular and in example 4 we use **like** because the subject is plural. We can use information about regular activities and facts to describe someone.

b. Now, complete the sentences with the correct form of the verbs. Number one has been done for you.

1. Galang and his friends (go) to school every day.
   Answer: **go**
2. Sinta and Tamara (play) badminton in the park every Sunday.
   Answer: __________
3. Made (practice) basketball in the school basketball court.
   Answer: __________
4. Tono (swim) with his friends every Sunday.
   Answer: __________
5. Ahmad (bike) to the soccer field to watch his friends play.
   Answer: __________

6. Nina and Salma (walk) together to school everyday.

   Answer: __________

7. They (win) the sport competition for junior high school students.

   Answer: __________

8. Dani (bring) a bottle of water to prepare for his soccer training.

   Answer: __________

Worksheet 1.25

c. Observe the following structure of a descriptive text about Made presented in Section 4.

Table 1.3

Structure	Text
Identification: a general orientation to the topic.	Made is Galang's friend. He is 14 years old.
Description: Feature 1: Personality trait *Extra information*	He is very friendly. He has a lot of friends.
Feature 2: Physical trait *Extra information*	Made has short, black hair. He always wears a cap wherever he goes.
Feature 3: Physical trait *Extra information*	Made is special. He uses a crutch and sometimes uses a wheelchair.

Feature 4: *Regular activities*	He likes playing basketball. He plays for the basketball team, Kalimantan Wheelchair Basketball. He practices basketball once a week every Saturday.
Comment	His teammates are proud of him. Together, they make a very good basketball team.

Section 6 – Your Turn: Writing

a. Planning and brainstorming.

1. Think of one friend.
2. List the words to describe your friend.

Regular Activities	Facts
1. ______________________	1. ______________________
2. ______________________	2. ______________________
3. ______________________	3. ______________________
4. ______________________	4. ______________________
5. ______________________	5. ______________________

Worksheet 1.26

b. Outlining and drafting.

Make an outline of your paragraph using the structure at Worksheet 1.27.

Structure	Text
Identification: a general orientation to the topic.	
Description: Feature 1: Personality trait *Extra information*	
Feature 2: Physical trait *Extra information*	
Feature 3: Physical trait *Extra information*	
Feature 4: *Regular activities*	
Comment	

Worksheet 1.27

c. Writing and editing.

Write your descriptive paragraph on Worksheet 1.28.



Worksheet 1.28

Section 7 – Fun Time: Guess Who!

a. When you finish, give your paragraph to a friend and let him/her read.

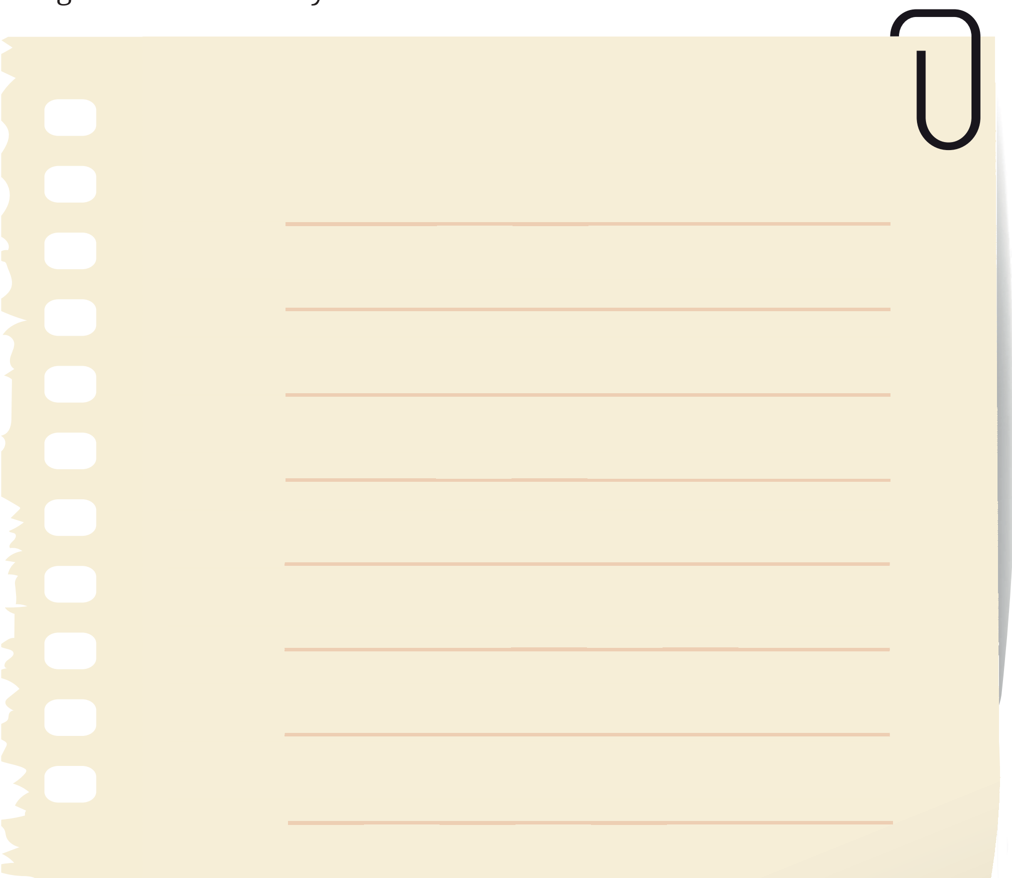
b. Ask your friend to guess who you are describing and see if he/she has the correct guess.

Enrichment: Write Once More

a. Think of the name of a popular person. It can be a singer, actor, actress, gamer, or youtuber.

b. Write a descriptive paragraph about this person.

c. Ask your friend to guess who you are describing and see if he/she guessed it correctly.



Worksheet 1.29

Learning Reflection

Name_______________Chapter_______________Date____________

How well did I do in Chapter 1?

A

Rate yourself by drawing an emoji next to each statement

	Not So Well	OK	Very Well
I can introduce myself and others			
I can describe people's physical features			
I can describe people's daily activities			
I can Describe people's hobbies			
I can ask for and give personal information			
I can write a simple descriptive paragraph			

B

I learned these new words: ____________________

____

C

I liked the Neighbourhood Walk

I liked the guessing game

D

I shared with my family. I read a descriptive paragraph for my family. I asked them to guess the person I was describing.

My Parent's signature

Wordbox

Unit 1 - Section 2.c

origin = *asal*

address = *alamat*

age = *umur*

siblings = *saudara kandung*

Unit 1 - Section 3.b

"I have .... sister(s)/brother(s)" =

"Saya mempunyai ... (saudara perempuan/saudara laki-laki)"

Unit 1 - Section 4.a

enjoy = *senang/menikmati*

live = *tinggal*

first day = *hari pertama*

fishing = *memancing*

mobile gaming = *bermain game di ponsel*

by the way = *omong-omong*

Unit 1 - Section 5.a

identity = *identitas*

"Where do you come from?" = *"Dari mana kamu berasal?"*

"What do you like doing in your free time?" = *"Apa yang kamu suka lakukan di waktu luangmu?"*

"How many siblings do you have?" = *"Berapa banyak saudara yang kamu punya?"*

"How many brothers and sisters do you have?" = *"Berapa banyak saudara laki laki dan saudara perempuan yang kamu punya?"*

"I'm an only child" = *"Saya anak tunggal"*

Unit 1 - Section 6.a

before = *sebelum*

classmate = *teman sekelas*

"I also love drawing manga" = *"Saya juga suka menggambar manga"*

"Cool! I love manga but I can't draw" = *"Hebat! Saya suka manga tetapi saya tidak bisa menggambar."*

The more, the merrier = *Semakin banyak, semakin meriah*

"I've got to find my seat. See you later, Guys" = *"Saya harus menemukan tempat dudukku. Sampai nanti, Teman-Teman"*

Unit 1 - Section 2.c

Good morning = *Selamat pagi*

Good afternoon = *Selamat siang*

Good evening = *Selamat sore*

Unit 1 - Section 3.b

cycling = *bersepeda*

playing badminton = *bermain badminton*

Unit 2 - Section 3.a

week = *minggu*

weekends = *akhir pekan*

fishing rod = *pancingan*

bucket = *ember*

fishnet = *jaring ikan*

often = *sering*

once = *sekali*

"What's up?" = *"Apa kabar?"*

"Do you go fishing very often? = *"Wah kamu sering memancing?"*

"I go fishing once a week" = *"Saya pergi memancing sekali dalam seminggu."*

"You have a lot to bring. What do you need for fishing?" = *"Kamu membawa banyak barang. Apa yang kamu butuhkan untuk memancing?"*

"I need to get going now" = *"Saya harus pergi sekarang."*

Unit 2 - Section 4.a

shuttlecock = *kok*

favorite = *kesukaan*

twice = *dua kali*

Unit 1 - Section 3.b

"I have .... (sisters/brothers)" =

"Saya mempunyai ... (saudara perempuan/saudara laki- laki)"

Unit 3 - Section 2.a

physical features = *ciri-ciri fisik*

personality traits = *ciri-ciri kepribadian*

friendly = *ramah*

cheerful = *ceria*

honest = *jujur*

Unit 3 - Section 3.b

standing = *berdiri*

sewing = *menjahit*

sitting = *duduk*

wear = *menggunakan*

far = *jauh*

left = *kiri*

right = *kanan*

front row = *baris depan*

prosthetic = *organ gerak buatan*

because of = *karena*

next to Lenny is Tono = *setelah Lenny adalah Tono*

Unit 2 - Section 5.a

forget = *lupa*

healthy = *sehat*

ride = mengendarai

sometimes = *kadang-kadang*

helmet = *helm*

never = *tidak pernah lupa*

short = *celana pendek*

air = *udara*

immune cells = *sel imun*

environment = *lingkungan*

pollution = *polusi*

Unit 3 - Section 3.a

tall = *tinggi*

curly = *keriting*

long = *panjang*

wavy = *ikal*

hijab = *kerudung*

skinny = *kurus*

chubby = *gemuk*

short = *pendek*

straight = *lurus*

Unit 3 - Section 2.b

tanned skin = *kulit sawo matang*

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Chapter 2

Culinary and Me



Learning Objectives

Upon completion of Chapter 2, you should be able to:

1. describe one's favorite meals;
2. ask and give information about food;
3. identify tools and ingredients in a recipe, and
4. make a sequence of cooking steps.

Chapter 2
Culinary and Me

Unit 1 — **My Favorite Food**
Describing one's favourite meal food, drink, snack, texture, and taste.

Unit 2 — **My Favorite Snack**
Asking and giving information about food and ingredients.

Unit 3 — **Secret Recipe**
1. Identifying tools and ingredients
2. Making a sequence of cooking step

Unit 1. My Favorite Food

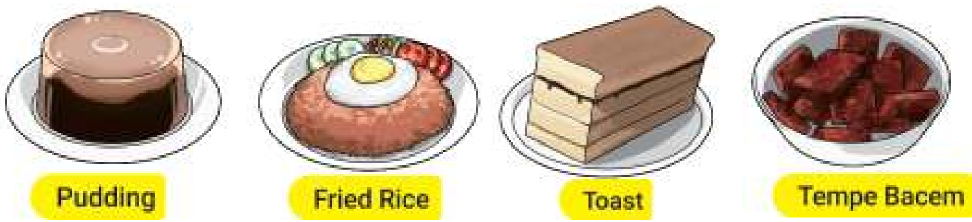


Picture 2.1 Monita's favorite food

Section 1 – Say What You Know

a. Are you familiar with these kinds of food and drinks? Tick the kinds of food and drinks that you have ever eaten and drunk. See the Wordbox.





Worksheet 2.1

b. Write the kinds of food and drinks in Worksheet 2.1. at the appropriate categories. See the Wordbox.

Main meal	
Snack	
Drink	

Worksheet 2.2

c. What are your favorite food and drink? Write your answers in Worksheet 2.3.

Main meal	
Snack	
Drink	

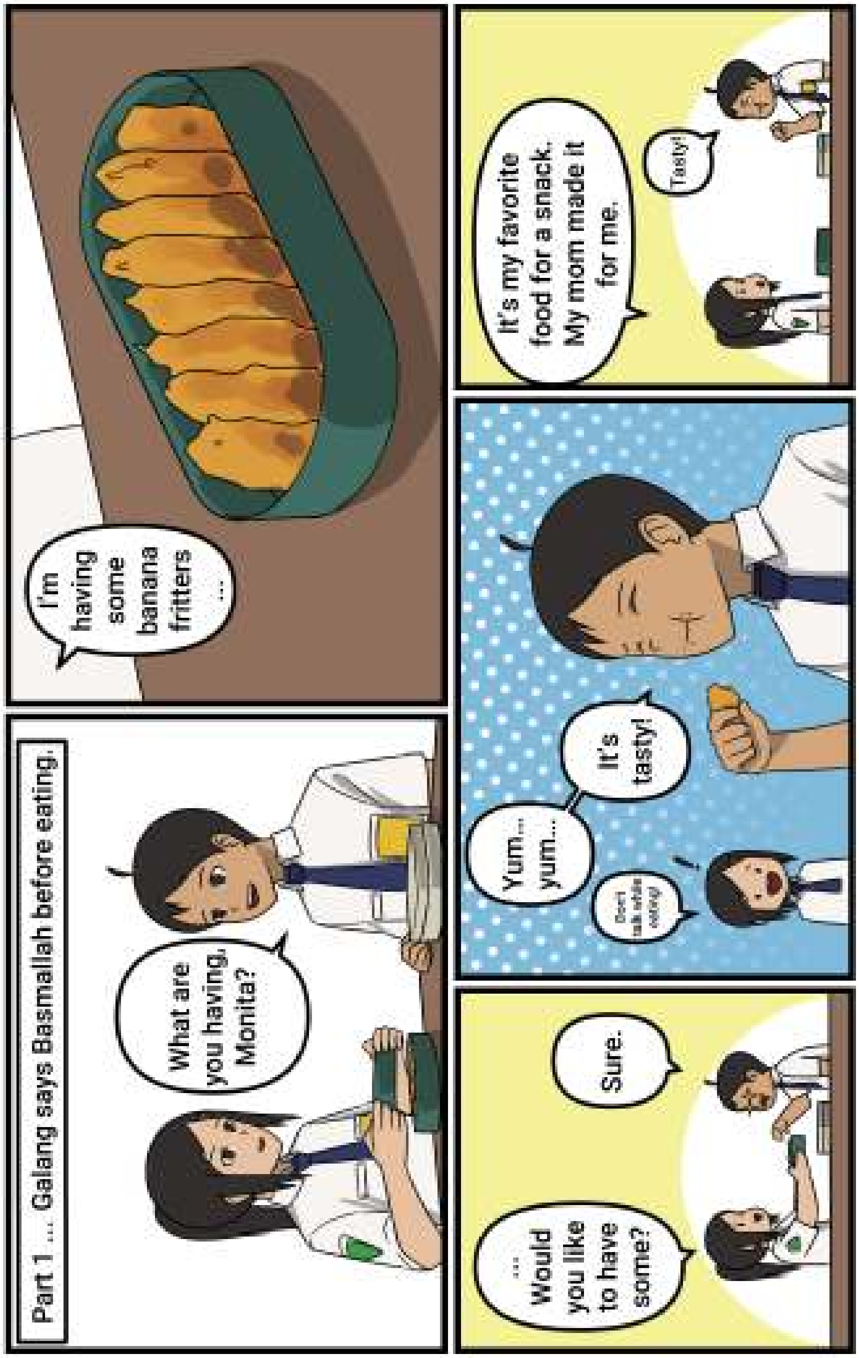
Worksheet 2.3

Did You Know?

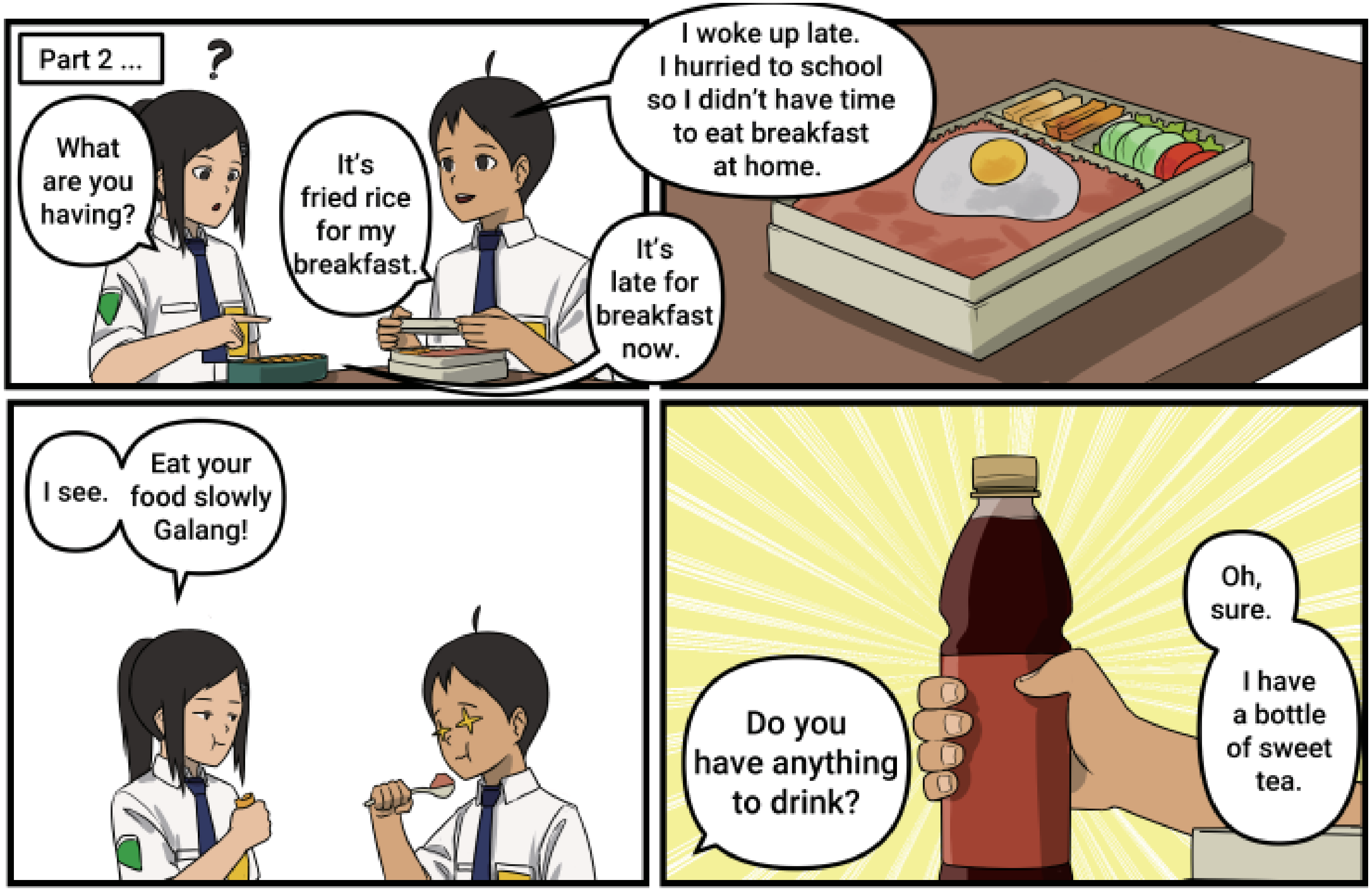
Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso, and Soto. These kinds of food are also popular around the world. Find out more in https://www.gramedia.com/best-seller/makanan-khas-indonesia-yang-mendunia/

Section 2 – Reading

a. Read and Listen to Monita and Galang are talking about their favorite food and drinks. See the Wordbox.



Comic strip 2.1 Part 1 Monita and Galang's favorite meals



Comic strip 2.1 Part 2 Monita and Galang's favorite meals

b. Circle the correct words to complete the sentences. Number one has been done for you.

1. Monita loves ... for snacks.
    a. Banana Fritters
    b. Fried rice.
2. Galang and Monita like ...
    a. Banana fritters
    b. Donuts
3. Galang is having breakfast ...
    a. At home
    b. At school
4. Galang has ... to drink.
    a. Water
    b. Sweet tea

Worksheet 2.4

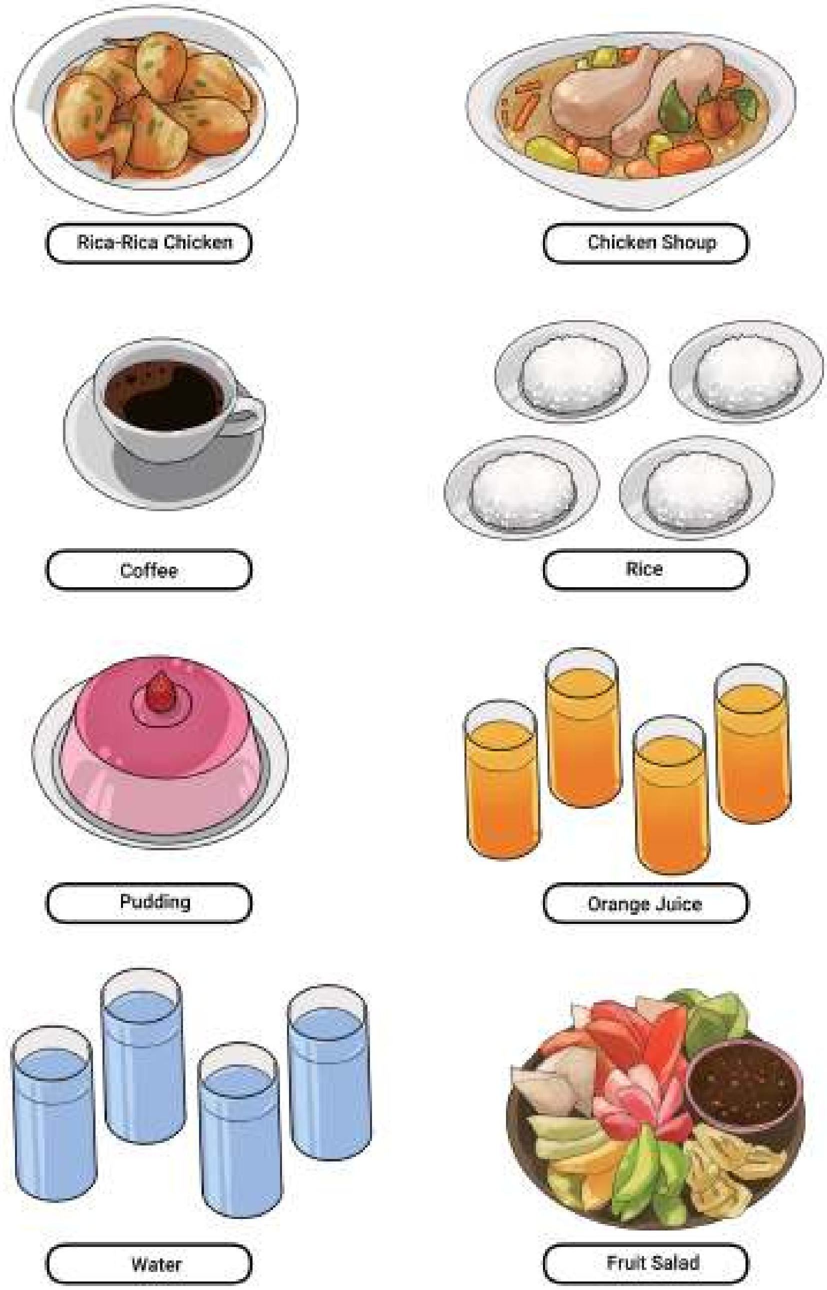
Section 3 – Your Turn: Listening

a. Monita is having lunch with her family. Listen to their conversation in Audio 2.2. See the Wordbox.



Comic strip 2.2 Part 1 Monita's family lunch

b. Listen again to Audio 2.2. Identify food and drinks that are not on Monita's dining table. Circle the words on Worksheet 2.5.



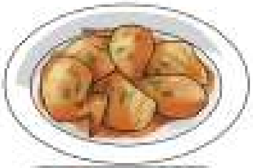
Worksheet 2.5

c. Listen to the rest of the conversation in Audio 2.3. See the Wordbox.



Comic strip 2.2 Part 2 Monita's family lunch

d. Draw a line from each taste to the food.



Rica-rica chicken



Rice



Fruit Salad



Puding



Orange Juice

Sweet

Sour

Spicy

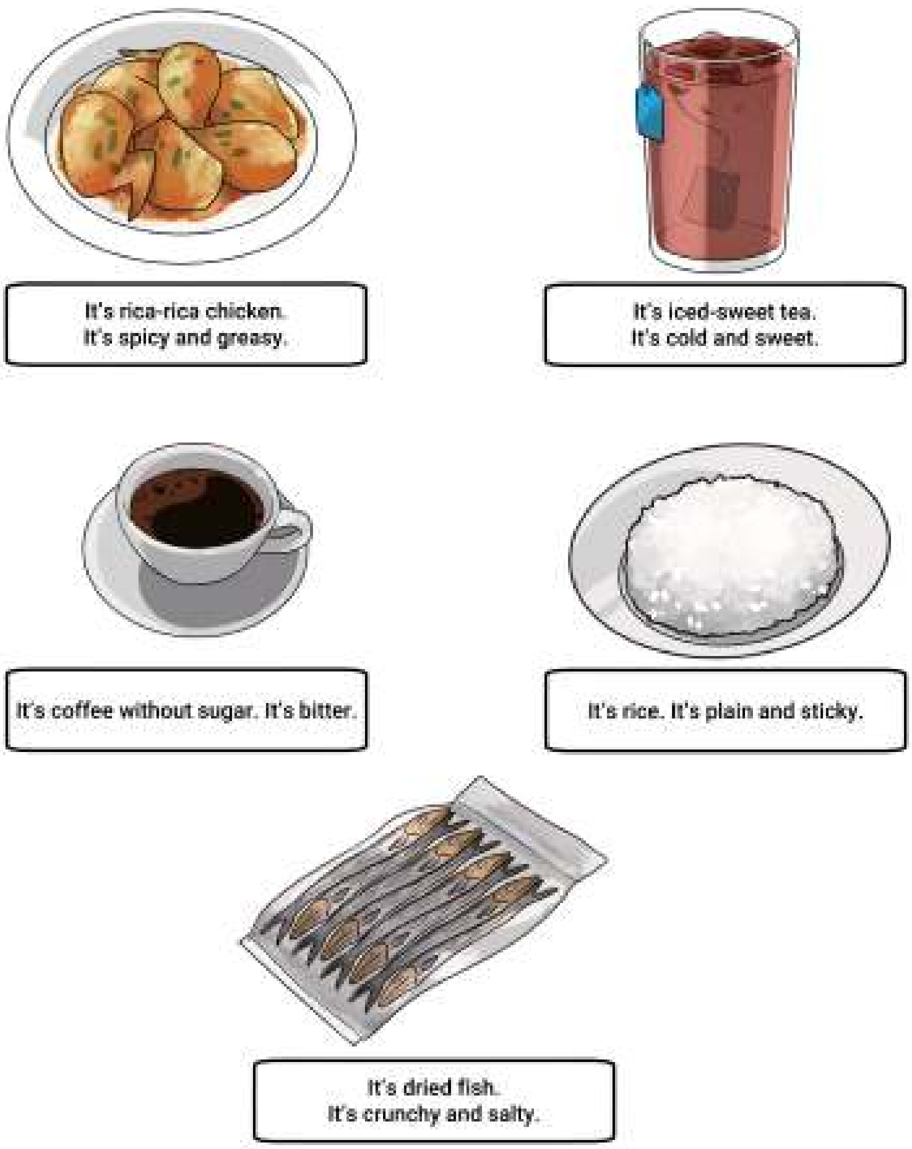
Plain

Savory

Worksheet 2.6

Section 4 – Speaking

a. Here are some kinds of food with their textures and tastes. Listen to Audio 2.4 and repeat the sentences. See the Wordbox.



Picture 2.2 Kinds of Food

b. Think of at least two kinds of food and two kinds of drinks that have the following textures and tastes.

Texture

sticky
crunchy
crispy

greasy
salty
savory

Taste

spicy
salty
sweet
plain

sour
bitter
cold

c. Say the food and drinks and their descriptions of texture and taste to the class. Number one has been done for you.

1. It's tea with sugar. It's sweet.
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Worksheet 2.7

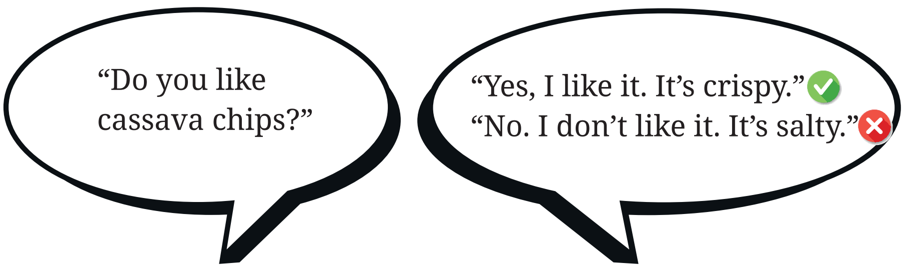
Section 5 – Speaking

a. Here are some expressions for asking and giving information about someone's favorite food. Listen to Audio 2.5 and repeat.

Table 2.1

Questions	Responses
What food/drink do you like?	I love corn soup. It's creamy. I like fruit salad. It's sour and spicy from the fruits and the sauce.
Do you like fried fish?	Yes. I like it very much. It's tasty. No. I don't like it. It's greasy.

b. Make a list of your favorite food and drinks. Ask your friend if she/he likes the same food. Write **Yes** if she/he likes it and **No** if she/he doesn't like it. Listen to the Audio 2.5 for example.

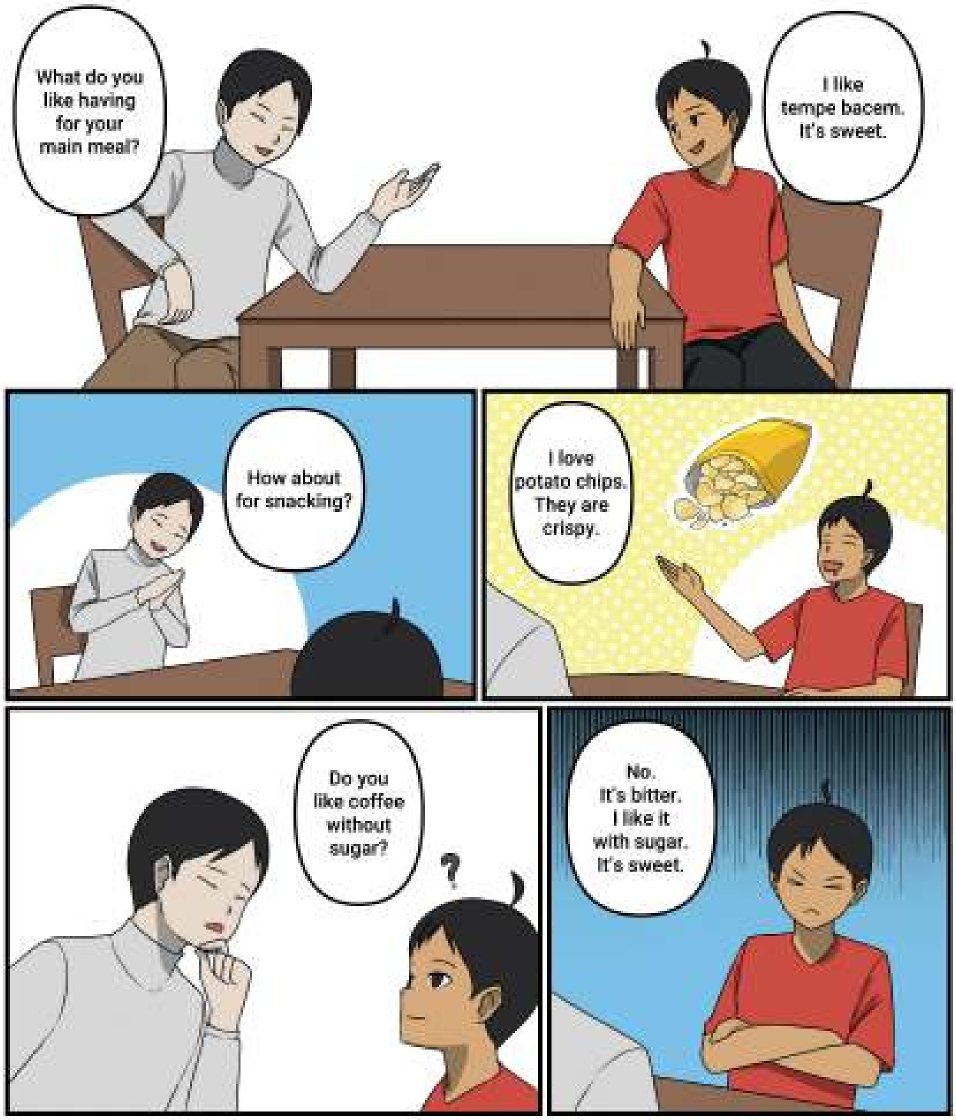


No	Main Meal/Snacks/Drinks	Like/Don't Like
1.		
2.		
3.		
4.		
5.		

Worksheet 2.8

Section 6 – Your Turn: Speaking

a. Listen to Audio 2.6 to the conversation between Andre and Galang. See the Wordbox.



Comic strip 2.3 Andre and Galang favorite food.

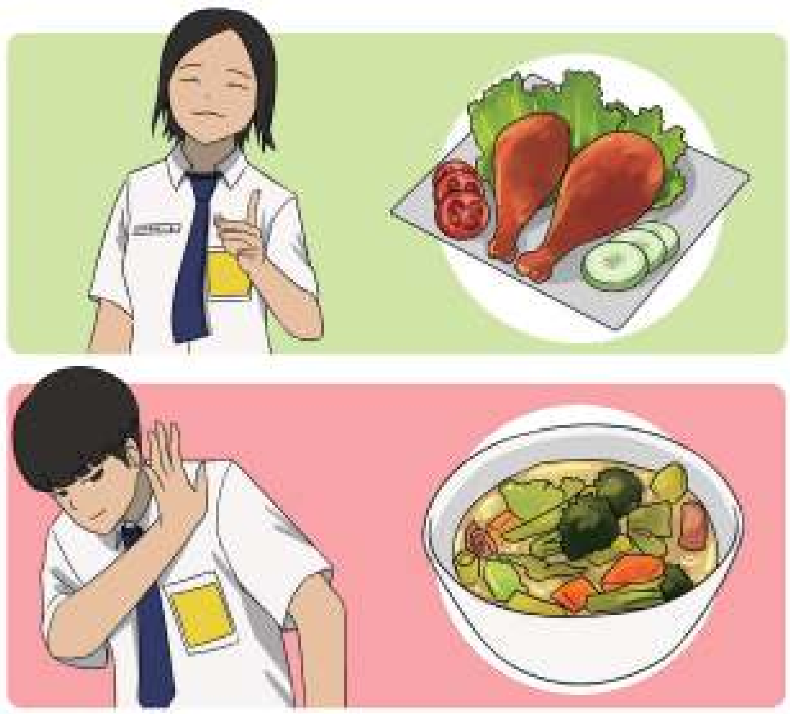
b. Practice the conversation with your friend.

c. Write the food and drinks you like and you don't like in the table below.

	Food and Drink	
	I like	**Don't Like**
Main Meal		
Snacks		
Drinks		

Worksheet 2.9

d. Talk about some food and drinks you like and don't like with your friend. You can use the expressions in Section 3 and Section 4.



Picture 2.3 I like it! vs I don't like it.

Section 7 – Speaking

a. Ask your family members about their favorite food and drinks. Ask them about the food and drinks' texture and tastes.

No.	Family Member	Favorite	
1.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
2.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
3.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
		Texture/Taste:	Texture/Taste:

Worksheet 2.10

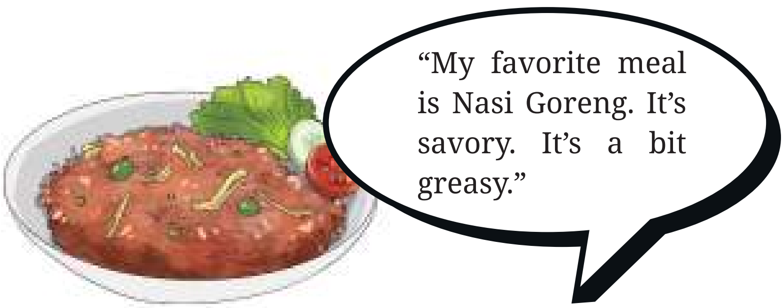
b. Share your findings with your friends.

1. My father likes ______________________________
2. My mother likes ______________________________
3. My sister doesn't like ______________________________
4. My sister likes ______________________________
5. ______________________________

Worksheet 2.11

Enrichment: Show and Tell

Choose your favorite food or drink. Take a picture of the food or drink. Show and tell about it to your friends in the class.



Picture 2.4 Nasi goreng

Unit 2. My Favorite Snack

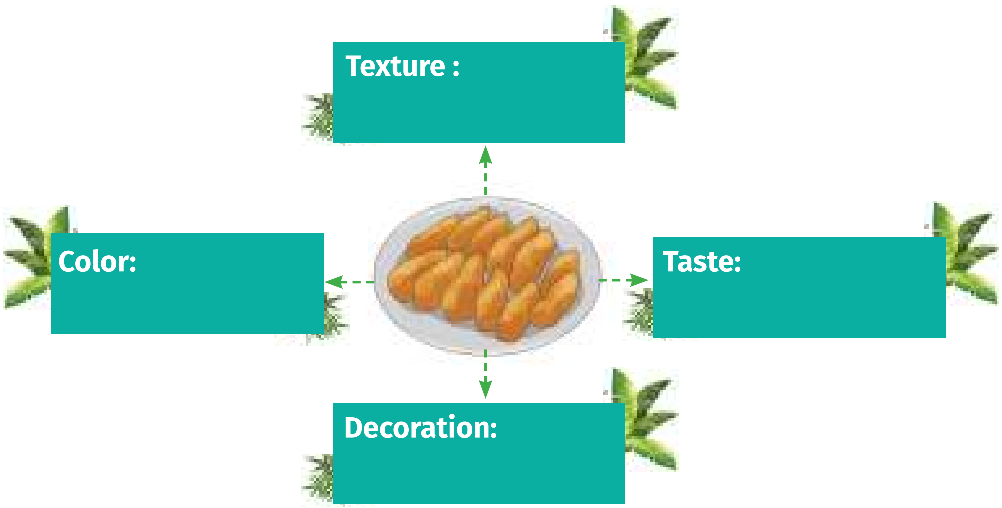
Section 1 – Say What You Know

a. What is your favorite snack?

b. Do you make your own favorite snack?

Section 2 – Reading

a. Look at the picture of banana fritters. What do you think of their texture, taste, color, and decoration?



Worksheet 2.12

b. Read a text about Galang's favorite snack. See the Wordbox.

Galang's Favorite Snack

My favorite snack is banana fritters. My mom makes them almost every afternoon. She fries them in hot oil until they look golden brown. I like them because they are crispy and crunchy outside, but sweet and soft inside. Sometimes, I add sprinkles, grated cheese, or palm sugar on top of them. Can you imagine how delicious they are? It's finger-licking good!

c. Write true or false for each statement based on the text.

1. Banana fritters taste savory. (____)
2. Banana fritters are very soft outside. (____)
3. Galang loves grated cheese for topping. (____)
4. Galang's mom makes banana fritters for breakfast. (____)
5. Galang's mom uses a frying pan to make banana fritters. (____)

Worksheet 2.13

Section 3 – Reading

a. Discuss with a friend. Read the shopping list. Guess what kind of cake Monita is making.



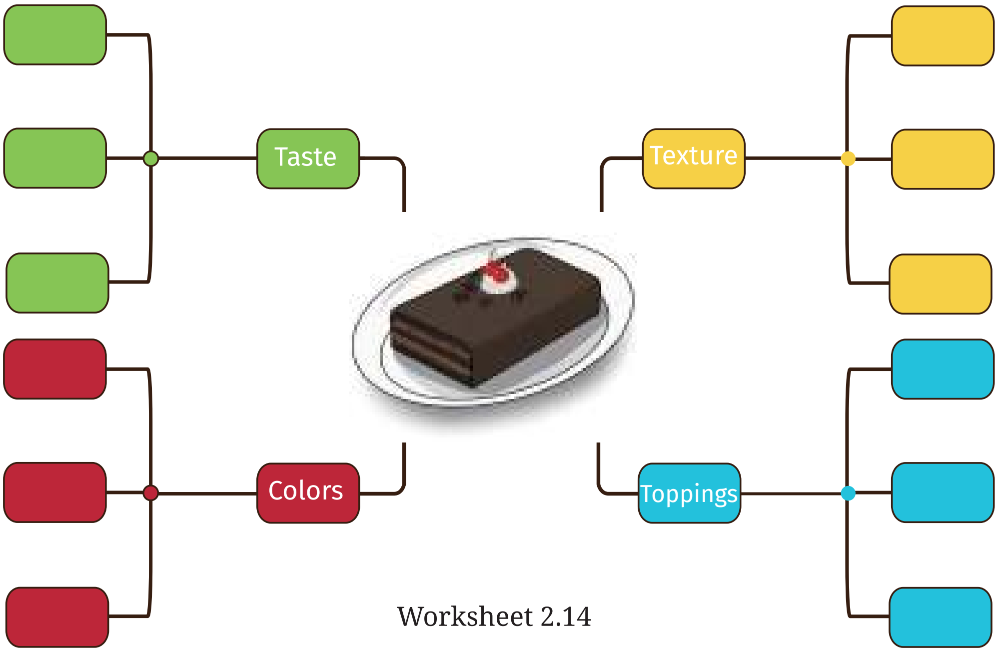
Picture 2.5 Monita's shopping list.

b. Read the text about Monita's cake. See the Wordbox.



Picture 2.6 Monita's post about her cake

c. Fill in the blanks in the mind map based on the text in Picture 2.6.



Worksheet 2.14

d. Answer the questions based on the text in Picture 2.6.

1. How many layers does Monita's cake have?

   ____

2. What are the toppings?

   ____

3. How does the cake taste?

   ____

4. What kind of drinks does she have when she eats the cake?

   ____

5. Where can we get the recipe?

   ____

Worksheet 2.15

Section 4 – Your Turn: Reading

Work with a classmate. Mind map the texts below. See the Wordbox.

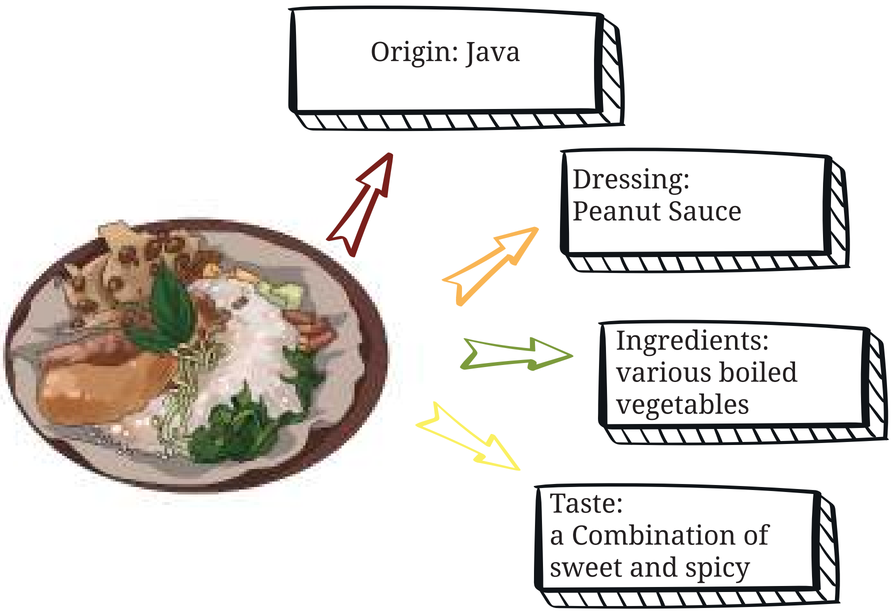
My favorite food is Pecel.

Pecel is a traditional Javanese salad.

It consists of various boiled vegetables.

It uses peanut sauce as a dressing.

The taste is a combination of sweet and spicy.



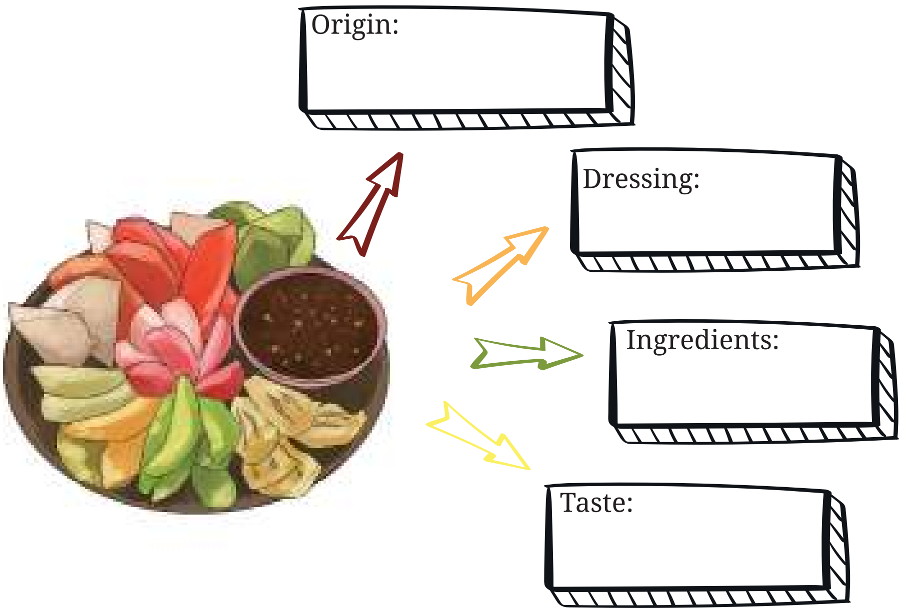
My Mom loves Rujak.

Rujak is a well-known dish in Indonesia.

It is a mixture of various sliced fruits.

It uses spicy palm sugar as a dressing.

The taste is sweet, hot, and spicy.



Worksheet 2.16

Section 5 – Language Focus

We use ***a*** and ***an*** with singular nouns. We use ***a*** before a consonant sound and an before a vowel sound.

- Monita is going to make **a cake**.
- Galang's mom asked him to buy **a bottle** of cooking oil.
- I have **a glass** of milk and **an omelet** for breakfast.
- Monita's father uses **an apron** when he cooks.

A and ***an*** are called articles. We don't usually use articles for:

1. People's names: My best friend is called **Nuno.**
2. Countries: Is he from **Malaysia?**
3. Meals: I have **breakfast** at 7 o'clock.

a. Circle the article in the brackets ***(a/an)*** that completes each sentence correctly. See the Wordbox.

1. Monita needs (a/an) oven to bake the cake.
2. It takes (a/an) month for Monita to learn to make a black forest.
3. Would you like (a/an) pack of cassava chips?
4. There is (a/an) orange in the fridge.
5. Can I have (a/an) bowl of soup, please?
6. There is (a/an) egg in the basket.
7. Monita's father makes (a/an) plate of fried rice for breakfast.
8. Monita is reading (a/an) recipe.

Worksheet 2.17

Did You Know?

Tea Time

Every country has a tea culture.

It's more than just a beverage.

It's all about culture and the people.



In Great Britain, for example, tea time is a light meal in the afternoon. British tea is usually served with both sweet and savory snacks. Tea is the drink for any emotional situation. People drink it in hot and cold weather. In Turkey, people start their day with a cup of tea and drink it throughout the day. Tea is the drink of choice for breakfast, snacks, and meetup with friends. If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.

Enrichment: Guessing Game

What is it?

It is an Indonesian traditional dessert. It is made of banana, brown sugar, coconut milk, and pandanus leaf. It is very popular in the holy month of Ramadan.

What is it?

It is an Indonesian traditional snack. It is made of banana. It is deep fried in hot oil. Some people add chocolate sprinkles on top of it.

What is it?

It is one of the very popular chocolate cakes. It is made of layered sponge cakes. Usually, it is covered with whipped cream and topped with some cherries.

What is it?

It is an Indonesian traditional iced dessert. It contains rice flour jelly, coconut milk, and palm sugar syrup. It tastes creamy and sweet.

Unit 3. A Secret Recipe

Section 1 – Say What You Know



Picture 2.7 Cooking

a. Do you help your parents in the kitchen?

b. Name three cooking utensils you can find in the kitchen.

c. Name three cooking ingredients you can find in the kitchen

Section 2 – Language Focus

a. Look at the Picture 2.7 again. Label the picture with the correct number based on the list of utensil names in Table 2.2. See the Wordbox.

Table 2.2

1. ladle	4. wok	7. stove	10. knife
2. spoon	5. saucepan	8. pan	11. napkin
3. fork	6. spatula	9. tongs	12. chopstick

b. Work with a friend and discuss the following questions

1. What do you do with the utensils in the kitchen?
   I use the ladle to __________
   I use the spoon to __________
   I use a napkin to __________
2. What do you do with the ingredients in the kitchen?
   I __________ the vegetable into small pieces.
   I __________ the stove to start cooking.
   I __________ the oil into the pan.

Worksheet 2.18

c. Now, match the action verbs on the left column and the suitable description on the right column. See the Wordbox.

1. heat	a. the carrot and the potato
2. cut	b. the vegetable into small pieces
3. stir	c. the oil in the pan
4. mix	d. the water into the pan
5. turn on	e. the salt into the fried rice for seasoning
6. pour	f. the rice and the egg in the pan
7. put in	g. the stove
8. peel	h. the butter and flour mixture well

Worksheet 2.19

Section 3 – Reading

a. Learn the words in the box. Then, label Worksheet 2.20 with the correct words from the box.

utensils	ingredients	cooking steps



Worksheet 2.20

b. Work with a friend and answer the following questions.

1. What are the contents of the Instant Bubur pack?

   ____

2. How many steps are there to make the Instant Bubur?

   ____

3. What utensils do you need to make the Instant Bubur pack?

   ____

Worksheet 2.21

c. Discuss with your friend to write the cooking steps.

Step 1: ______________________________

Step 2: ______________________________

Step 3: ______________________________

Step 4: ______________________________

Step 5: ______________________________

Worksheet 2.22

Section 4 – Reading

a. Read the text. See the Wordbox.

Galang wants to try to cook dinner tonight. He prepares the cooking utensils. His mom writes a fried rice recipe for him. He looks up the recipe before he cooks.

Recipe for Traditional Fried Rice

Cooking utensils:
1. a wok
2. a spatula
3. a knife
4. a chopping board

Ingredients:
1. Cooked rice
2. Cooking oil
3. Eggs
4. Garlic
5. A pinch of salt

Steps:
1. Beat the egg.
2. Crush the garlic and cut it into smaller pieces.
3. Heat some cooking oil in the pan.
4. Put the eggs into the pan.
5. Stir the egg and scramble it.
6. Put in the garlic.
7. When the garlic smells nice, put the cooked rice into the pan.
8. Put a pinch of salt for seasoning.
9. Mix the rice and the salt evenly.

Now, the special fried rice is ready to eat.

b. Number the order of the cooking steps based on the text.



Worksheet 2.23

c. Let's learn the structure of Procedural text.

Procedural texts can be used to describe activities that include several steps to achieve the goal, such as cooking, making origami, and ordering online food. In the text, we have learned the steps of making fried rice. The table shows the structure of a procedural text.

Table 2.3

Structure	Description
The goal of the activity	Say what you are trying to do or make
Materials	List ingredients or tools
Steps	List steps of the activity. In a procedural text, the order of the steps is indicated using conjunctions such as first, second, then, next, and finally.

d. Observe the structure of a procedure text.

Table 2.4

Structure	Text
The goal of the activity (Say what you are trying to do or make)	Cooking fried rice.
Materials (List ingredients or tools)	Cooking utensils: 1. a wok 2. a spatula 3. a knife 4. a chopping board Ingredients: 1. Cooked rice 2. Cooking oil 3. Eggs 4. Garlic 5. A pinch of salt
Steps (List steps of the activity)	Steps: 1. Beat the egg. 2. Crush the garlic and cut it into smaller pieces. 3. Heat some cooking oil in the pan. 4. Put the eggs into the pan. 5. Stir the egg and scramble it. 6. Put in the garlic. 7. When the garlic smells nice, put the 8. cooked rice into the pan. 9. Put a pinch of salt for seasoning. 10. Mix the rice and the salt evenly.
Comment	Now, the special fried rice is ready to eat.

Section 5 – Language Focus

Giving instructions.

Function:

Giving a command or instruction is to tell us to do something

Form:

The form of an English imperative sentence uses the **base verb** with **no subject.** It may end with **a full-stop/period (.)** or an exclamation mark/point **(!)**. Imperative sentences can be in **positive** or **negative** form, and can refer to **present** or **future** time. Look at these examples:

Positive imperative	Negative imperative
Heat the oil in the pan. Cut the garlic into small pieces.	Don't forget to put in some salt. Don't put chili in the fried rice.

Write an instruction for the following situations. See the Wordbox.

1. Situation:
   Monita's mom wants her to help by taking some eggs from the fridge.
   Answer: Take some eggs from the fridge.
2. Situation:
   Monita and her mom are in the kitchen. She wants Monita to peel and cut the carrot to make vegetable soup.
   Answer:
   ____
3. Situation:
   Ibu Posma asks Sinta to buy cooking oil.
   Answer:
   ____

4. Situation:
   Ibu Posma asks Galang to prepare some plates for dinner.
   Answer:

   ____

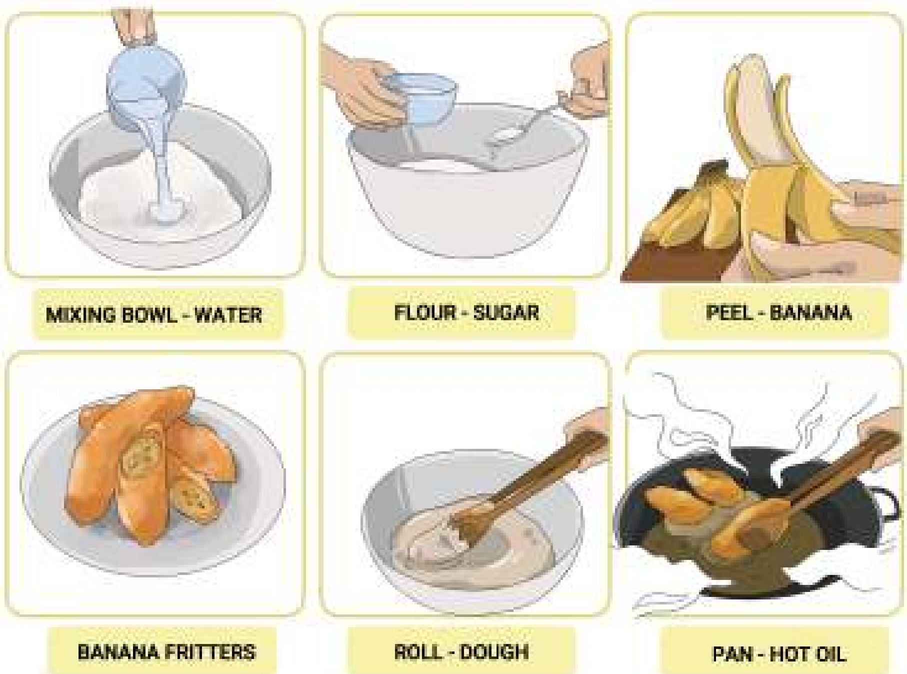
5. Situation:
   Sinta asks Ara to wash her hands.
   Answer:

   ____

Worksheet 2.24

Section 6 – Writing

a. Put the following process into the correct order.



Worksheet 2.25

b. Write the process of making banana fritters. You can use **first, second, then, next,** and **finally** to indicate the order.

Structure	Text
The goal of the activity (Say what you are trying to do or make)	....
Materials (List ingredients or tools)	Cooking utensils: .... Ingredients: ....
Steps (List steps of the activity)	....
Comment	....

Worksheet 2.26

Section 7 – Your Turn: Writing

a. You are going to write a recipe for making sweet potato fritters. Put a tick on the picture of the ingredients and tools that you need.



Worksheet 2.27

b. Underline the suitable action words/verbs that you need to write your procedural steps. See the Wordbox.

mix	break	fry
boil	stir	take out
pour	spread	clean
put into	prepare	wash

Worksheet 2.28

c. Now, complete the recipe for making sweet potato fritters

Sweet potato fritters recipe

Cooking utensils: ________________

____

____

Ingredients: ________________

____

____

Cooking steps:

____

____

____

____

____

____

____

Worksheet 2.29

Enrichment: Writing

a. Planning and brainstorming.

1. Think about the vegetables that you want to cook and other ingredients that you may need.
2. Think about the utensils that you need.
3. Think about the steps of making it.

Worksheet 2.30

b. Outlining and drafting.

The goal of the activity (The type of cooking you want to make)	....
Materials (A list of ingredients and utensils that you need)	....
Steps (The steps of making it)	....
Comment	

Worksheet 2.31

c. Writing and editing.

Now, write your procedural text here.



Worksheet 2.32

Learning Reflection

Name_______________Chapter_______________Date_____________

How well did I do in Chapter 2?

A

Rate yourself by drawing an emoji next to each statement

	Not So Well	OK	Very Well
I can describe people's favorite meal.			
I can ask and give information about people's favorite meal.			
I can use the correct article before a word.			
I can write a description text.			
I can describe how foods are cooked.			
I can use imperative sentences.			
I can write a procedure text.			

B I learned these new words:

C I liked the Neighbourhood Walk

I liked the guessing game

D I share with my friends. I tell them my family's favorite food and drinks.

My Parent's signature

Wordbox

Unit 1 - Section 1.a

fried rice = *nasi goreng*

chips = *keripik*

fried fish = *ikan goreng*

sweet tea = *teh manis*

Unit 1 - Section 1.b

main meal = *makanan utama*

breakfast = *sarapan*

lunch = *makan siang*

dinner = *makan malam*

Unit 1 - Section 3.a

banana fritters = *pisang goreng*

hurry = *buru-buru*

chew = *kunyah*

"What are you having, Monita?" = *"Apa yang kamu punya, Monita?"*

"I woke up late" = *"Aku bangun kesiangan."*

"I hurried to school so that I didn't have time for having breakfast at home" = *"Aku buru-buru ke sekolah jadi aku tidak punya waktu untuk sarapan."*

"Chew your food slowly" = *"Kunyah makanan mu pelan-pelan."*

Unit 1 - Section 2.a

promotion = *promosi*

delicious = *enak*

"I have cooked special food for our lunch" = *"Saya sudah memasak makanan spesial untuk makan siang kita."*

"What are we celebrating?" = *"Apa yang kita rayakan?"*

Unit 1 - Section 3.c

taste = *rasa*

plain = *hambar*

spicy = *pedas*

savory = *gurih*

sour = *kecut*

soft = *lembut*

“What does the rica-rica chicken taste like?” = *“Bagaimana rasa ayam rica-rica?”*

Unit 1 - Section 4.a

crunchy = *garing*

sticky = *lengket*

greasy = *berminyak*

bitter = *pahit*

salty = *asin*

Unit 2 - Section 2.b

golden brown = *coklat keemasan*

almost = *hampir*

grated cheese = *keju parut*

palm sugar = *gula aren*

Unit 2 - Section 4

various = *beragam/ beraneka macam*

boiled = *direbus*

dressing = *saus (untuk salad)*

combination = *kombinasi*

well-known = *terkenal*

mixture = *campuran*

sliced = *potongan/irisan*

ingredient = *bahan*

origin = *asal (dari)*

Unit 1 - Section 6.a

“What do you like having for your main meal?” = *“Apa makanan utama yang kamu suka?”*

Unit 2 - Section 3.b

wink = *mengedipkan sebelah mata*

layers = *lapisan*

several = *beberapa*

spongy = *kenyal*

fluffy = *empuk*

Unit 2 - Section 5

bake = *memanggang*

fridge = *kulkas*

basket = *keranjang*

recipe = *resep*

Unit 3 - Section 2.a

ladle = *sendok besar*
spoon = *sendok*
fork = *garpu*
wok = *wajan*
saucepan = *panci*
stove = *kompor*

pan = *wajan datar*
tongs = *penjepit*
knife = *pisau*
napkin = *serbe*
chopstick = *sumpit*
utensils = *peralatan*
ingredients = *bahan-bahan*

Unit 3 - Section 2.c

heat = panaskan
stir = aduk
pour = tuang
peel = kupas

Unit 3 - Section 7.b

boil = mendidihkan
spread = sebarkan
prepare = siapkan
fry = menggoreng
take out = mengeluarkan

Unit 3 - Section 4.a

beats = *mengaduk (misalnya telur)*
crushes = *menghancurkan*
smaller = *lebih kecil*
scrambles = *mengorak-arik*
ingredients = *bahan-bahan*
evenly = *merata*

cooked rice = *nasi matang*
cooking oil = *minyak*
a pinch of salt = *sejumput garam*
ready to eat = *siap untuk disantap/dimakan*

Unit 3 - Section 5

"Monita's mom wants Monita to help her take some eggs from the fridge." = *"Ibunya Monita ingin Monita untuk membantunya mengambil beberapa telur dari kulkas."*

"She wants Monita to peel and cut the carrot to make vegetable soup." = *"Dia ingin Monita untuk mengupas dan memotong wortel untuk membuat sayur sop."*

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Chapter 3

Home Sweet Home



Learning Objectives

Upon completion of Chapter 3, you should be able to:

1. describe rooms in a house and things in the rooms;
2. talk about what people do and use to clean up a house; and
3. give instructions on how to do something.

Chapter 3
Home Sweet Home

Unit 1 — **Galang's House**
Talking about rooms in a house and things in the rooms.

Unit 2 — **My House Chores**
Talking about what people doand use to clean up a house.

Unit 3 — **Let's Clean UP!**
Giving instructions how to do something.

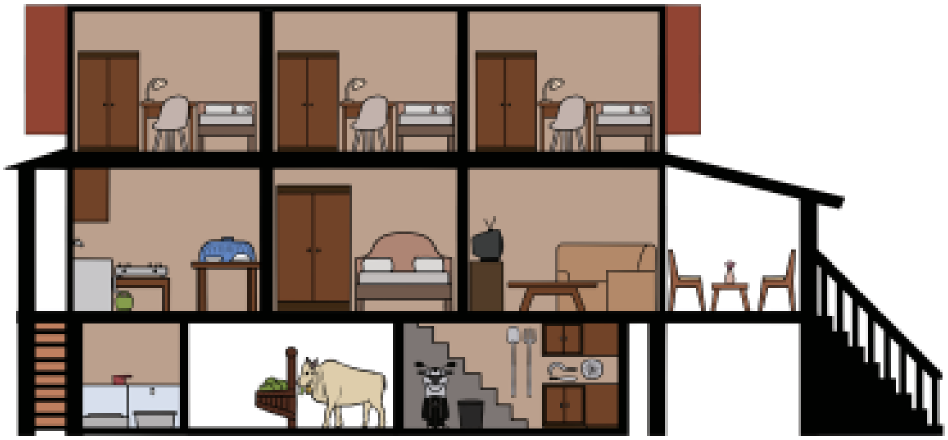
Unit 1. My House



Picture 3.1 Galang's house

Section 1 – Say What You Know

a. Look at Picture 3.2. Say the rooms of the house.



Picture 3.2 The rooms in Galang's house.

b. Mention rooms in your house. Circle the words in Worksheet 3.1. You can add more rooms. See the Wordbox.

living room	kitchen	bathroom	stairs	dining room
porch	attic	garage	garden	bedroom

Worksheet 3.1

Section 2 – Listening

a. Listen to Audio 3.1. Galang is welcoming Andre and Monita to his house. See the Wordbox.

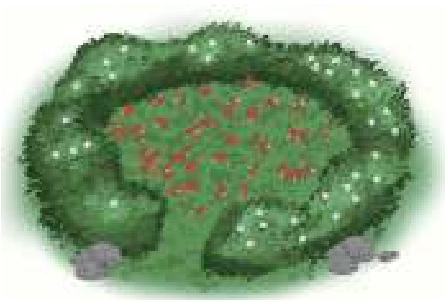


Picture 3.3 In front of Galang's house

Did You Know?

Indonesia consists of about 17,000 islands with different kinds of cultures. One of the cultural images can be seen from the creation of traditional houses. Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more. Find out more in https://www.indonesia.travel/us/en/trip-ideas/9-iconic-traditional-houses-to-explore-in-indonesia

b. Read the sentences on Worksheet 3.2. Say the words for each picture in the sentences. You can use the words from Section 1b to fill in the blank space.



Galang's mother plants flowers in the.______________________



There's no ____________ in front of Galang's house.



The _________ protects Galang and his friends from the hot weather.



Galang and his friends take the _______ to get to the _________ The _______ are not firm.

Worksheet 3.2

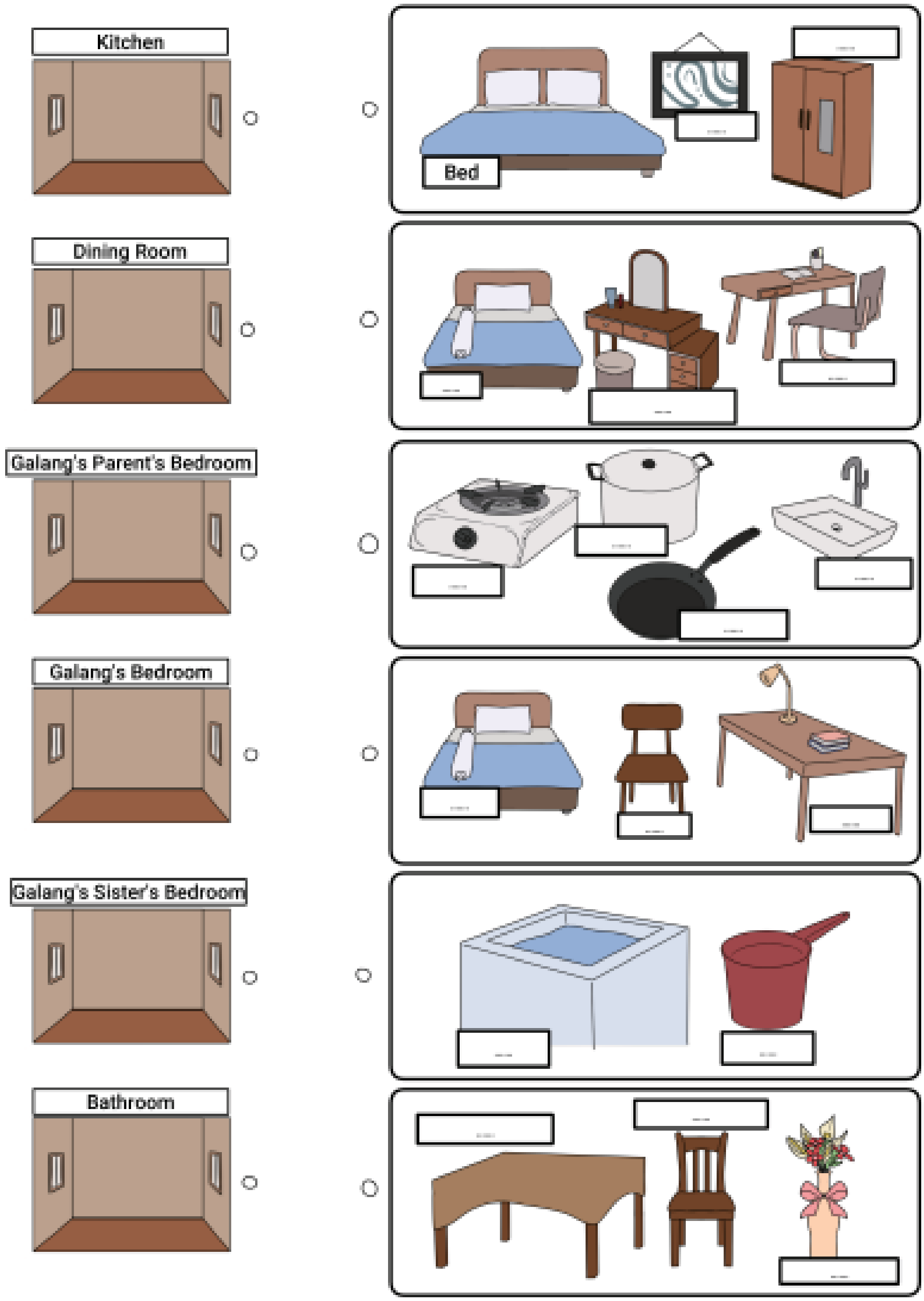
Section 3 – Listening

a. Listen to Audio 3.2. Galang is inviting Andre and Monita to go inside his house. See the Wordbox.



Comic strip 3.1 Galang shows his house to Andre and Monita

b. Here are the other rooms in Galang's house. Put the furniture in the right rooms. Write the words of furniture in the rooms.



Worksheet 3.3

c. Discuss with a friend to answer these questions.
   1. Who has the old radio?
   2. What does Monita like about Galang's house?
   3. What do you like about Galang's house?

d. Odd one out. Circle one object that does not belong to the group in each categories.

1	2	3	4
bathroom	frying pan	sofa	dressing table
dining room	stove	desk	desk
living room	sofa	dining chair	chair
garden	spatula	armchair	bed

Worksheet 3.4

Section 4 – Speaking

a. Listen again to Audio 3.3. Say the sentences.

   There's an old radio in the living room.

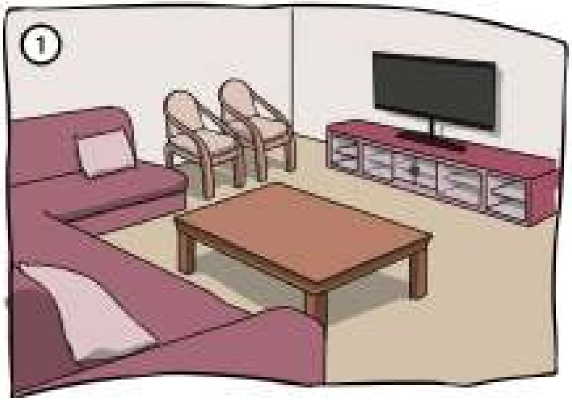
   There are two armchairs, a sofa, a coffee table, and a television in the living room.

b. Complete the sentences with there is or there are. Number one has been done for you.

1. There is a television in the living room.
2. __________ a pan and a frying pan in the kitchen.
3. __________ a dipper in the living room.
4. __________ a desk and a chair in Galang's bedroom.
5. __________ a bed and a dressing table in Galang's sisters' bedroom.

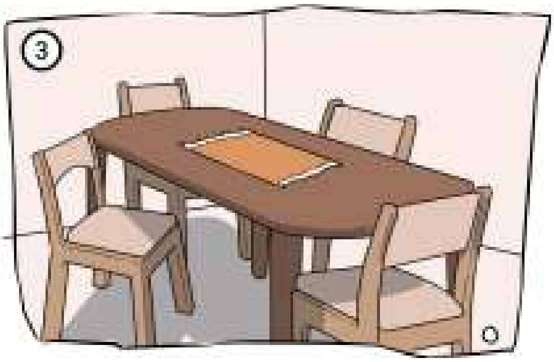
Worksheet 3.5

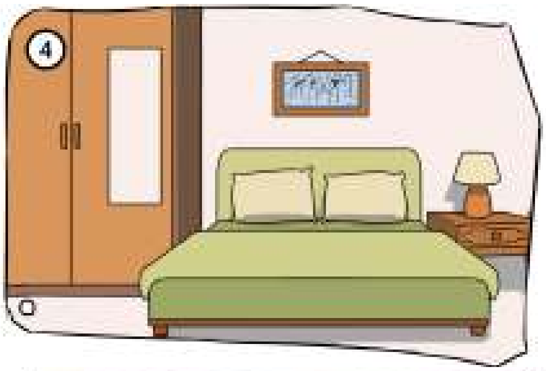
c. Look at each picture. Describe each room. Number one has been done for you.

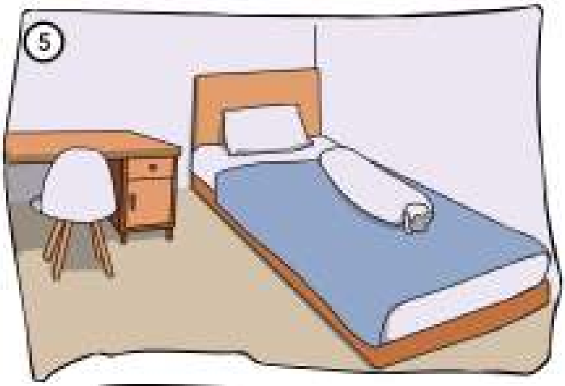


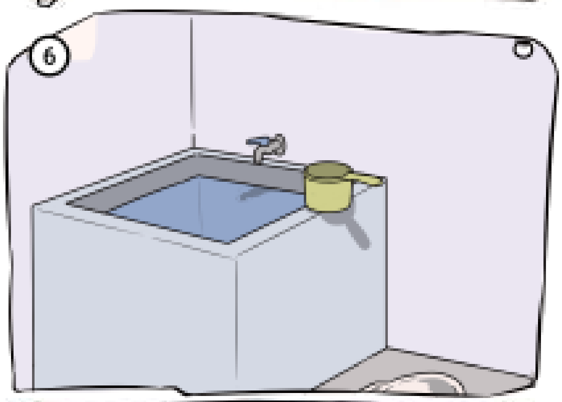
This is a living room.
There are a sofa,
two armchairs,
a table, a cabinet,
and a television.

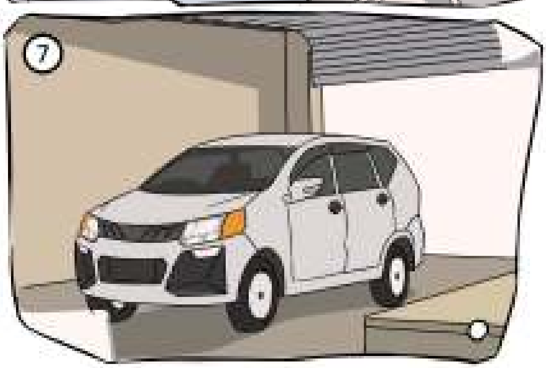








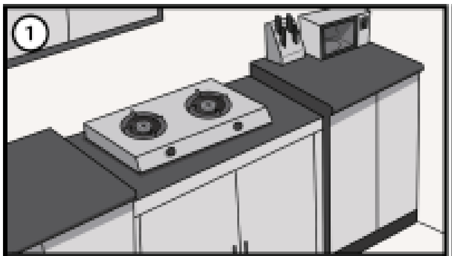




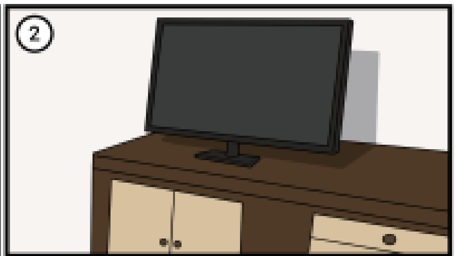
Worksheet 3.6

d. Look at the pictures and words. Say the sentences.

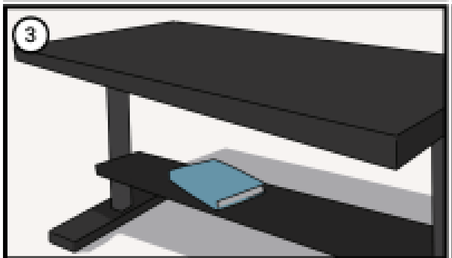
in front of	above	on	between
behind	under	in	next to



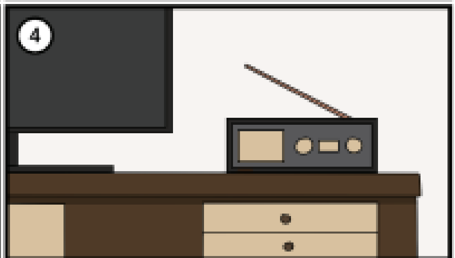
1. The stove is ... the kitchen.



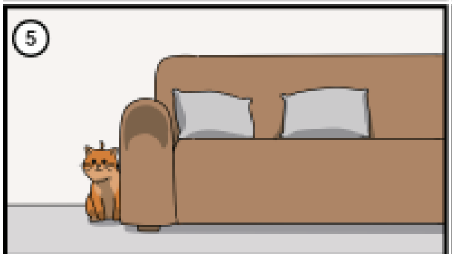
2. The television is ... the cabinet.



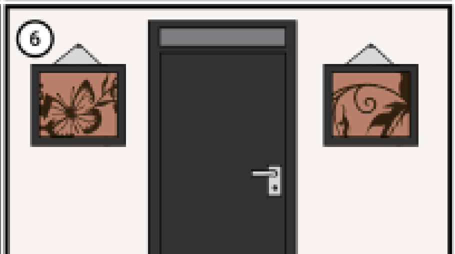
3. The book is ... the desk.



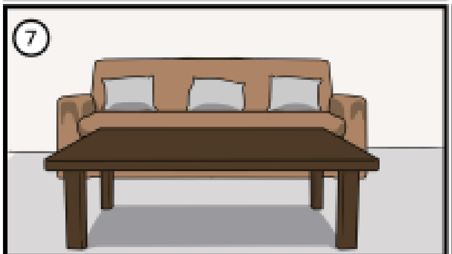
4. The old radio is ... the television.



5. The cat is ... the sofa.



6. The door is ... the pictures.



7. The table is ... the sofa.



8. The lamp is ... the dining table.

Worksheet 3.7

e. Some objects are misplaced. Find them, and say where they are. Do as in the example.



Worksheet 3.8

Section 5 – Fun Time: What's Missing?

Work with your friend to complete each other's pictures. Ask and give information about the objects in the rooms, and draw the objects that you don't see in your pictures. Number one has been done for you.

Example:

Student A and Student B take turns to describe each other's pictures. Student A and Student B should not see each other's pictures. While listening, Student A/Student B draws the objects that are missing.

Student A: This is a living room. There is a cabinet in the living room. There is a television on the cabinet. There is a flower vase next to the television. There are two armchairs. There is a picture on the wall above the television.

Student B: This is a living room. There is a cabinet in the living room. There is a television on the cabinet. There is a sofa in front of the table. There are two armchairs. There is a table in front of the sofa.



Worksheet 3.9

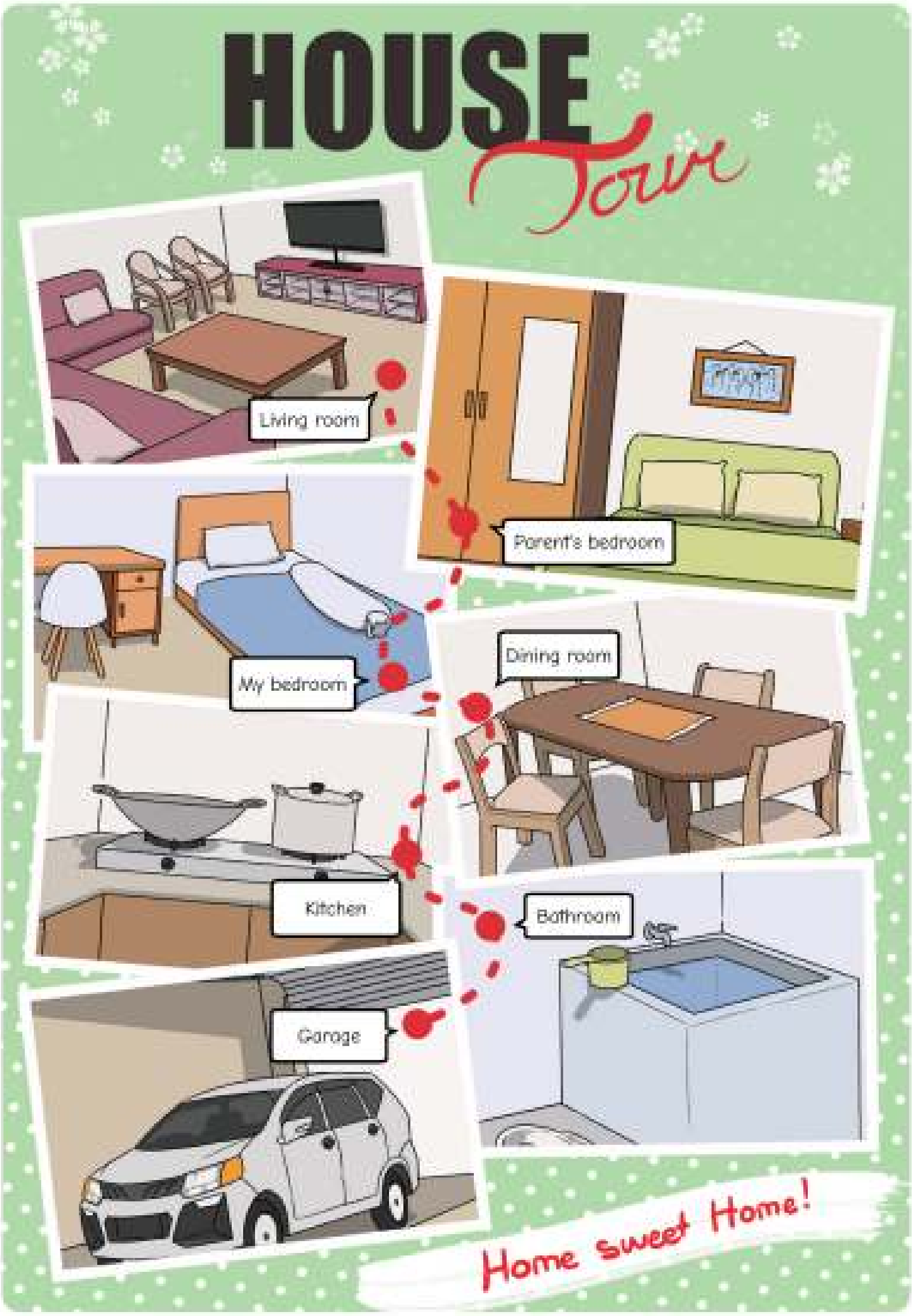
Section 6 – Your Turn: Speaking

Tell me about your favorite room. Draw things in your favorite room. Describe it to your friend. Your friend has to draw the things in your favorite room. See the examples in Section 4c. Now take turn.

My Favorite Room

Worksheet 3.10

Enrichment: Show and Tell



Picture 3.5 A house tour

Take a picture of a room in your house. Describe the room to the class. You can describe the objects and their positions in the room.

Worksheet 3.11

Unit 2. My House Chores

Section 1 – Say What You Know

a. Look at the picture. What do you think about this room? Give a check to the sentence that describe the room. See the Wordbox.



Picture 3.6 Living room

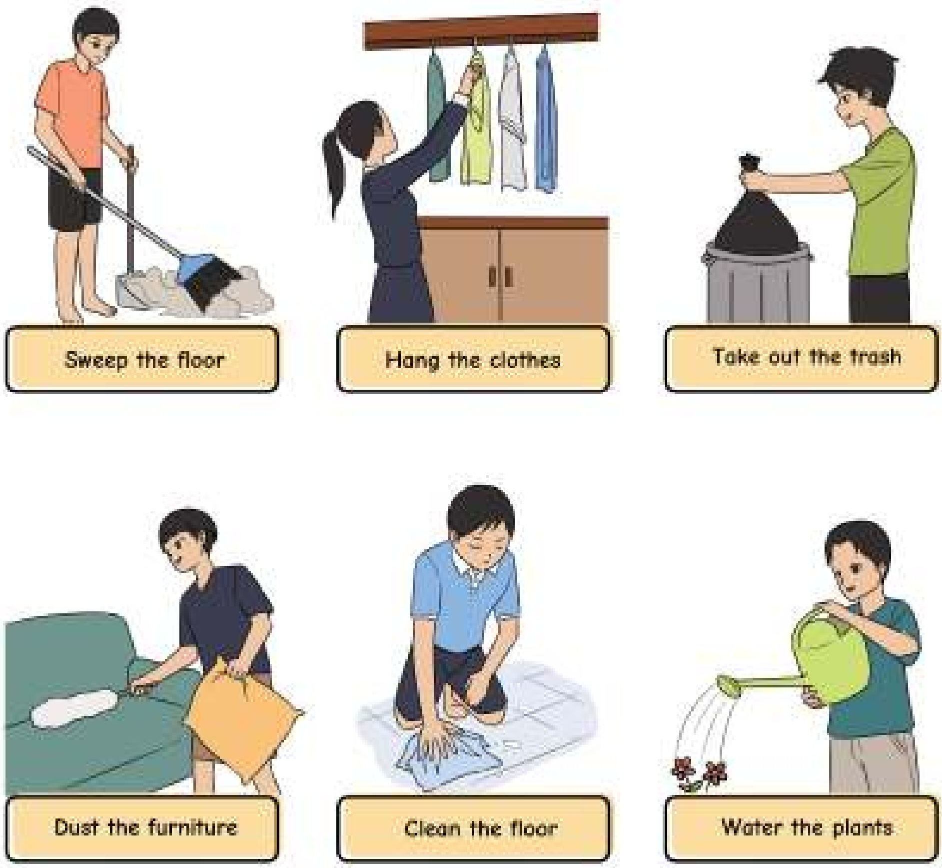
Give a check

- ☐ It is tidy
- ☐ It is clean
- ☐ It is neat
- ☐ It is messy
- ☐ It is dirty

b. Is your house tidy and clean?

c. Look at Worksheet 3.12. Choose cleaning activities you do at home.





Worksheet 3.12

Section 2 – Reading

a. Look at Picture 3.7 and answer the following questions.



Picture 3.7 The Rahmansyah's family cleaning up

1. Who takes out the trash?
2. Who cleans the window?
3. Who mops the floor?
4. Who puts the toys away?

b. Read the text about house chores. See the Wordbox.

Let's Clean Up!

The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night.

Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday.

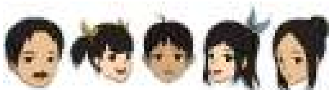
The Rahmansyahs are busy every day.

c. Complete the sentences based on the text.

1. Galang __________ the trash every day.
2. Sinta __________ the floor every day.
3. Sinta and Galang take turns to __________ the dishes.
4. Ara __________ away her toys every other day.
5. Pak Rahmansyah __________ the windows twice a week

Worksheet 3.13

d. Work with your friend. Put a check mark in the table below based on the text above



Let's Clean Up

Chores	On Duty	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Make the bed		✓	✓	✓	✓	✓	✓	✓
Sweep and mop the floor								
Take out the trash								
Wash the Dishes								
Cook								
Put away the toys								
Do The Laundry								
Clean The Windows								
Clean The Furniture								

Worksheet 3.14

Section 3 – Language Focus

Describing household activities

When we talk about activities we do regularly, we use the **present simple.**

- I ***clean*** my house ***everyday.***
- You ***make*** the bed ***every morning***.
- We ***do*** the laundry ***twice a day.***
- They ***tidy up*** the room ***every afternoon.***

Add ***-s*** or ***-es*** after the verb for **he, she,** and **it.**

- ***She cleans*** the windows.
- ***He irons*** the clothes.
- ***Sinta mops*** the floor.
- ***Galang washes*** the dishes every other day.

For the **negative,** use ***don't*** for **I, you, we,** and **they**. Use ***doesn't*** for **he, she,** and **it.**

- ***I make*** the bed every morning. ***I don't*** dust the furniture on Wednesday.
- ***Galang takes out*** the trash every afternoon. ***He doesn't*** water the plants every day.

For the **present simple** questions, use ***do*** for **I, you, we,** and **they** and ***does*** for **he, she,** and **it**.

- When ***do you do*** the laundry?
- ***Does he make*** the bed every day?
- ***Does Ara put*** away her toys after playing with them?
- ***Does Pak Rahmansyah do*** the laundry everyday?

a. Arrange the words to make sentences.

1. they – the – clean – windows

   ____

2. plants – waters – the – she

   ____

3. We – do – every – the – laundry – day

   ____

4. dust – twice – furniture – the – I – a – day

   ____

5. iron – the – you – don't – clothes – morning – every

   ____

Worksheet 3.15

b. Circle the correct word to complete the sentences.

1. I **iron/irons** the clothes every Saturday.
2. She **clean/cleans** the windows every weekend.
3. We **wash/washes** the dishes every afternoon.
4. He **sweep/sweeps** the floor every day.
5. My sister **do/does** the laundry twice a week.
6. My father **make/makes** the bed every morning.
7. They **don't/doesn't** water the plants every day.
8. My brother **don't/doesn't** take out the trash on Monday.
9. You **don't/doesn't** tidy up the room every day.
10. When **do/does** you clean your house?

Worksheet 3.16

Section 4 – Your Turn: Reading

a. Read the text. See the Wordbox.



Picture 3.8 Sticker sign

Making Sticker Signs

Sinta wants her family house to look neat and clean every day. She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house. Those sticker signs will remind her family about what to do to keep the house clean. She asks Galang and Ara to help her out.

They decided to write eight signs for the sticker. For example, Sinta made 'Please do not leave dirty dishes in the sink' sticker sign. Galang made 'Please flush the toilet after using' sticker sign. Ara made 'Please take off your shoes' sticker sign. Galang drew pictures for the stickers. Finally, they finished all the sticker signs. They put them anywhere in the house, such as on the toilet door or on the bedroom wall.

b. Choose the correct answer by giving a check mark (√).

1. Why does Sinta want to make sticker signs?

   □ to make her family house look big

   □ to make her family house look tidy

2. Who does not help Sinta to make sticker signs?

   □ Ara

   □ Ibu Posma

3. How many sticker signs did they make?

   □ three

   □ eight

4. Who made 'Please do not leave dirty dishes in the sink' sticker sign?

   □ Sinta

   □ Galang

5. Who drew the pictures for the sticker signs?

   □ Ara

   □ Galang

Worksheet 3.17

Did You Know?

"No Shoes in the House"

Culture In most Asian countries, people remove their shoes as a sign of respect and for cleanliness. On the other hand, people in Britain, the United States, or in Mexico do wear shoes inside the house. If we ask a British person to take off their shoes at our front door, it may be a bit strange and a bit rude for him or her. In countries especially with cold temperatures, it is a good idea for people to wear slippers or house shoes indoors.



c. Here are the sticker signs that Sinta, Galang, and Ara make. Can you help them match the signs and the pictures? Write the number under each picture.



Worksheet 3.18

d. Look at Worksheet 3.18 again. Can you guess in which room the sticker sign should be placed? Write the number of the sticker sign next to each picture below.



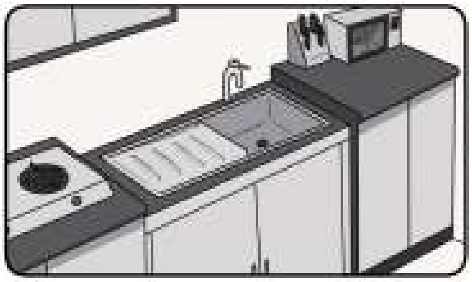
Front door ◯



Bed room ◯



Dining room ◯



Kitchen ◯



Bathroom ◯

Worksheet 3.19

Section 5 – Fun Time: The Opposite

Look at the sticker signs in Worksheet 3.18 to complete the table below. You can also use your own words to fill in the table. Number one has been done for you

No		
1	Put dirty clothing in a basket	Do not put dirty clothing on the bed
2		Do not leave the toilet unflushed
3	Use the trash can	
4	Throw trash in the toilet container	
5		Do not let your mother clean up after meals
6		Do not wear your shoes indoors
7	Wash your dishes after use	
8	Eat food or snacks in the dining room or in the kitchen	

Worksheet 3.20

Enrichment: Sticker Signs

Read the following situations. Then, draw a picture for each of the situations.

You want your family members to put the book back on the bookshelf after reading.

You want your brother or sister to not put a wet towel on the bed.

Worksheet 3.21

Unit 3. Let's Clean Up!

Section 1 – Say What You Know



Picture 3.9 Trash bin full of rubbish

a. What can you see in the picture?
b. What is in the organic bin?
c. What is in the non-organic bin?
d. Do you separate rubbish at home?

Section 2 – Reading

a. Read the text. See the Wordbox..

Tips to Separate Rubbish

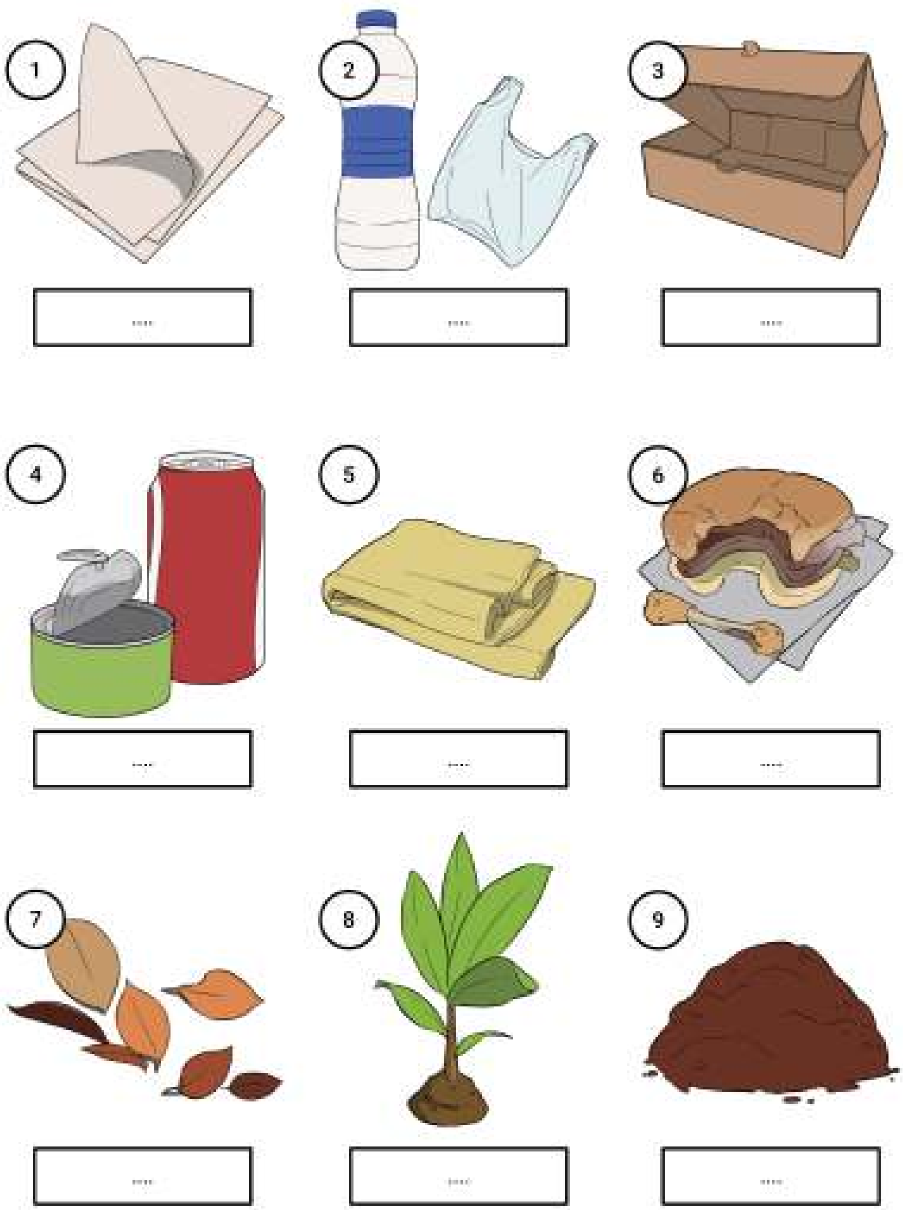
There are some tips on how to separate rubbish at home. The most simple way to separate your rubbish is by categorizing them into two types. First, you can collect organic rubbish. Examples of organic rubbish are food scrap, leaves, plants and soil. They can go into the composter. They are good to use as fertilizer. Second, you should collect non-organic rubbish. The materials that belong in this category are paper, plastic, cardboard, metal and fabric. Before we throw them into the recycle bin, we should clean them. Then, they can be recycled into new products. Separating rubbish is very useful to keep our environment clean.Read the text again and have a look at the rubbish collection. Can you separate them based on the categories?

b. Read the text again and have a look at the rubbish below. Can you separate them based on the categories?



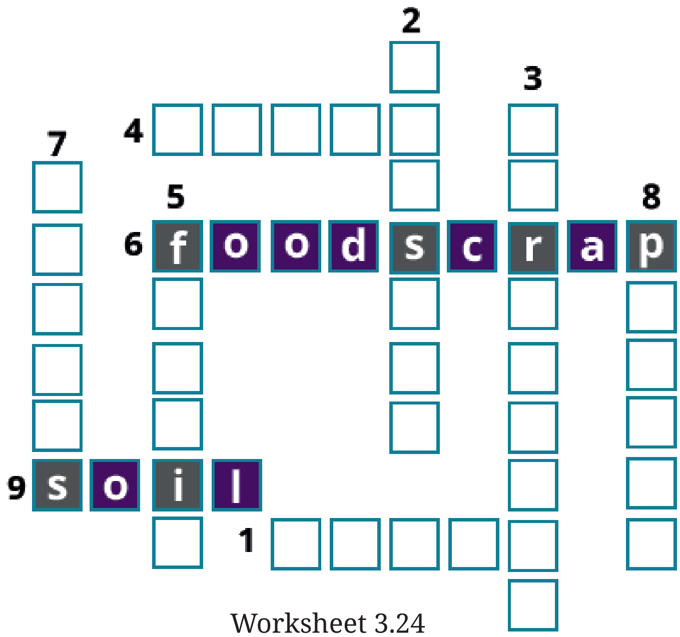
Worksheet 3.22

c. Look at the pictures below and identify the words for the pictures.



Worksheet 3.23

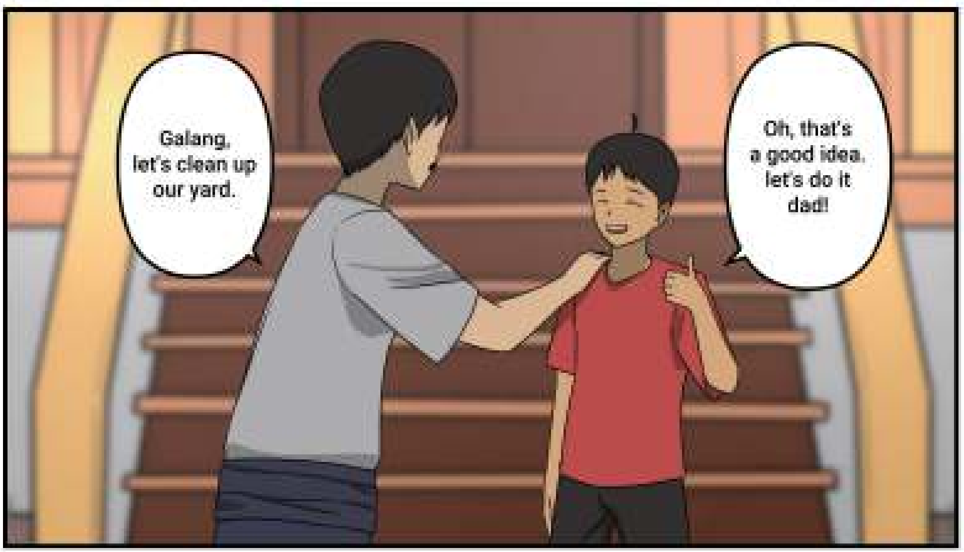
d. Fill in the following crossword puzzle with the answer words from Worksheet 3.23. Number 6 and 9 have been done for you.



Worksheet 3.24

Section 3: Reading

a. Read the conversation between Pak Rahmansyah and Galang below.



Comic strip 3.2 Conversation between Pak Rahmansyah and Galang

Let's Clean Up the Yard

Equipment:

1. Two big plastic bags
2. Two pairs of gloves

Steps:

1. Prepare the equipment to separate the rubbish.
2. Wear the gloves.
3. Put the first plastic bag for organic rubbish
4. Put another plastic bag for non-organic rubbish
5. Separate the rubbish based on the categories, for example food scraps and vegetables go into the first plastic bag. Then, plastic, glass, paper, and wood go into the other bag.
6. Finally, put the bags into the correct rubbish bin.

b. Fill in Worksheet 3.25 using the statements from the text.

Structure	Text
The goal of the activity (Say what you are trying to do)	....
Equipment (List of tools)	....
Steps (List steps of the activity)	....

Worksheet 3.25

Section 4 – Language Focus

a. Imperative sentences

Imperative sentence is a sentence that expresses **instruction, warning, command, request,** or **invitation.**

There are two main categories: positive and negative imperative sentences.

In ***positive imperative,*** we use ***the base verb.***

Example:

"Collect the organic rubbish!"

It means we ***want*** someone to collect the rubbish.

The ***negative imperative*** sentences tell someone ***not to do*** something.

Example: "

Do not forget to wash your hands!"

or

"Don't forget to wash your hands!"

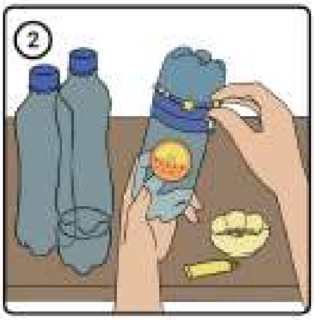
It means we want someone ***to not forget to*** wash their hands.

In this sentence, we want someone ***to not forget to*** wash their hands.

b. Read the text in Section 3 again, and underline the imperative expressions.

c. Match the imperative sentence with each picture.









- Do not litter!
- Separate the rubbish!
- Don't burn the garbage!
- Recycle the plastic waste!
- Clean your room!
- Don't put leaves in the non-organic bin!
- Put the plastic bottle into the recycle box!
- Don't throw the rubbish in the sewer!









Worksheet 3.26

d. Now write some imperative about the following situation



Picture 3.10 School canteen

1. ....

2. ....

3. ....

4. ....

5. ....

Worksheet 3.27

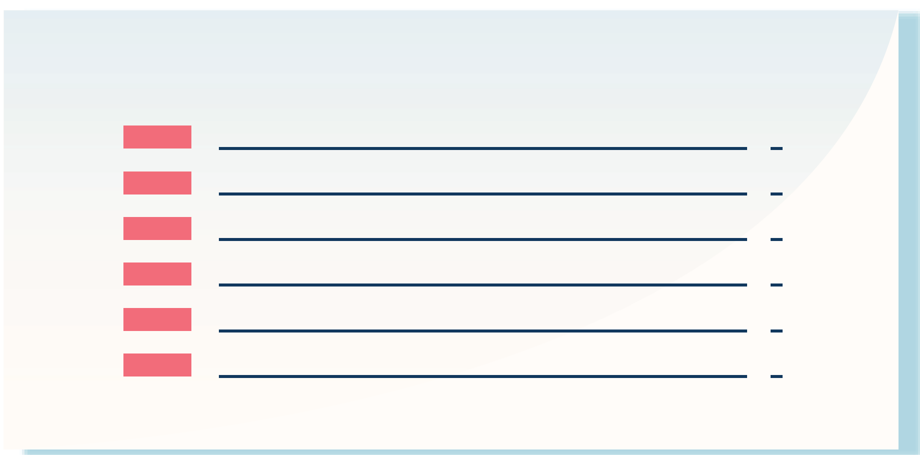
Section 5 – Viewing and Writing

a. Look at the process of recycling tissue paper. Draw an arrow from one picture to another to show the correct order.



Worksheet 3.28

b. What materials or equipment do you need to recycle tissue paper? Write them in the list. See the Wordbox.



Worksheet 3.29

c. Underline the action words from the list that you need to talk about the process.

fill tear use cut	drop decorate lift stick	wait put beat pour

d. Procedure text

Procedure text can be used to describe activities that include several steps to achieve the goal of doing a simple DIY or do-it-yourself project. The structure of the text is in the table.

Tabel 3.1

The goal of the activity	**An indication of what you are trying to do or make**
Materials	A list of materials or equipment needed to achieve the goal
Steps	The sequence of steps that need to be followed

e. Look at the process of recycling tissue paper again and answer the questions.

1. What is the goal of the activity?

 ____

2. What are the materials or equipment needed in the process?

 ____

 ____

3. What are the steps in making recycled tissue paper?

 ____

 ____

 ____

Worksheet 3.30

Section 6 – Your Turn: Writing

Let's do a 'Do-It-Yourself' (DIY) project.

a. You are going to make a pencil case using a used plastic bottle. Look at the pictures. What do you need to make the pencil case?



Picture 3.11 Pencil case



Materials :

....

....

....

....

....

....

Equipment :

....

....

....

....

....

....



Worksheet 3.31

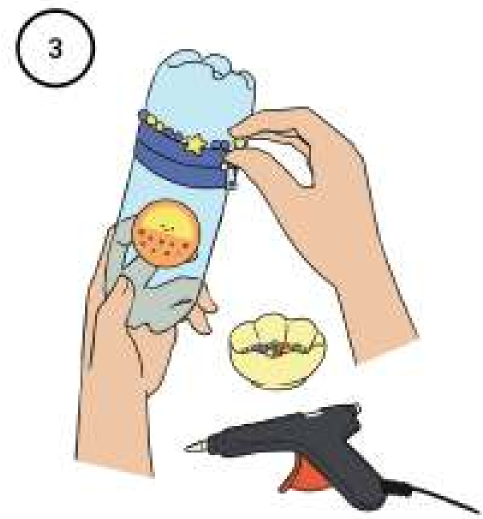
b. Complete the sentences with the correct action words/verbs to describe the steps. Look at the pictures to help you.



First, ... the bottles into a half.



After that, ... the zipper to the bottle using glue.



Next, ... the bottle using beads and stickers.



Your pencil case is ready

Worksheet 3.32

c. Answer the questions. See the Wordbox.

1. How many plastic bottles do we need to make a pencil holder?

   ____

2. What do we use to cut the bottles into a half?

   ____

3. What is the glue for?

   ____

4. When should we stick the zipper to the bottle?

   ____

5. What do we use to make the pencil case more beautiful?

   ____

Worksheet 3.33

Enrichment: Infographic of Recycling

a. Read the text 'Tips to Separate Recycling Items'.

Tips to Separate Recycling Items

There are many types of items that we can recycle, for example, paper, glass, and styrofoam. Before we put them into the recycle bin, we can think about some tips. Check the tips here.

1. Don't crumple paper

   Papers should be put in the recycling bin neatly. If we crumple papers, it is difficult to process them. If the paper is dirty or oily, we can cut them in pieces and put them in the composter.

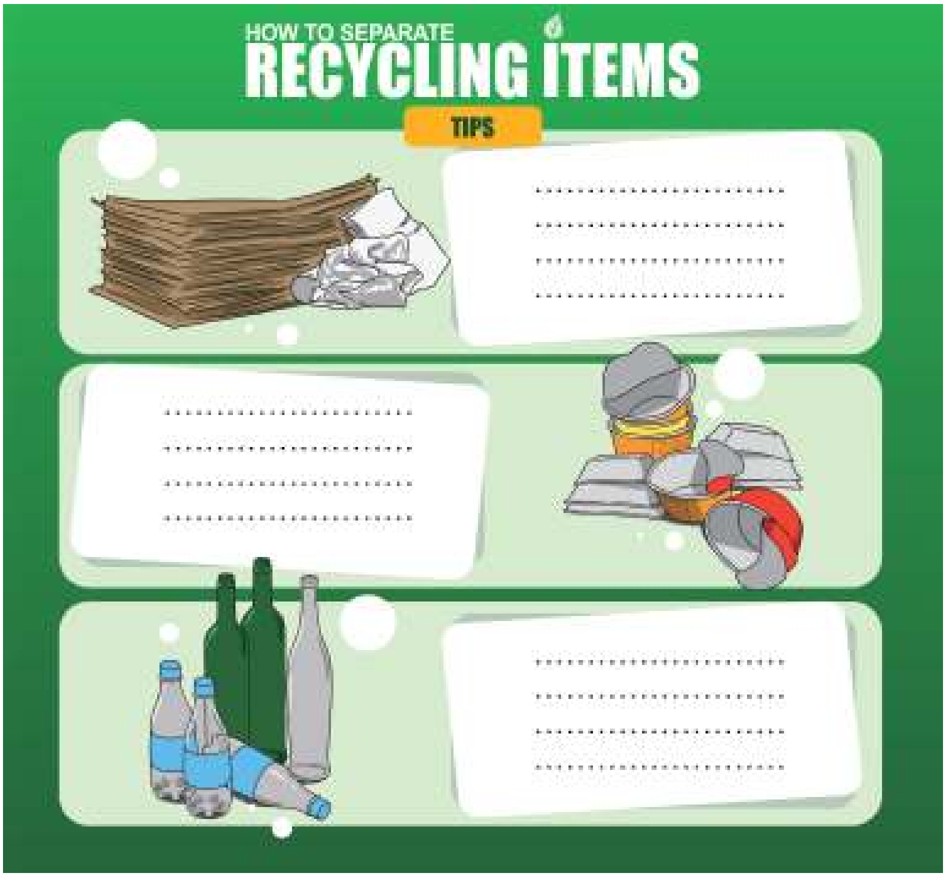
2. Wash and separate bottles

   Plastic and glass bottles should be separated in the recycle bin. Glass bottles can be reused before we throw them in the recycle bin. If we want to throw them away, we can wash them first. Clean bottles will be easy to recycle.

3. Clean styrofoam packaging

   When we buy food, sometimes they are packed with styrofoam. Before we put them in the recycle bin, we should clean it from the food scraps. We can collect styrofoam in a big group before we throw them away.

b. Complete the infographic with the correct tips for separating recycling items from the text.



Worksheet 3.34

Learning Reflection

Name______________Chapter_____________Date___________

How well did I do in Chapter 3?

A

Rate yourself by drawing an emoji next to each statement

	Not So Well	OK	Very Well
I can describe rooms in a house.			
I can describe things in the room.			
I can describe household activities.			
I can describe things to use to clean up.			
I can separate rubbish based on categories.			
I can give advice using do not.			
I can write a procedural text that involves protocol.			

B I learned these new words:

C I liked the Let's Do a DIY project.

I liked the crossword puzzle.

D I share with my friends. I tell them my favorite room.

My Parent's signature

Wordbox

Unit 1 - Section 2.a

welcome = selamat datang
planting flowers= menanam bunga
let's go = mari
be careful = hati-hati
the weather = cuaca
beautiful = indah/cantik
very hot = sangat panas
wobbly = goyang/tidak kokoh
cool = sejuk
firm = kuat/kokoh

Section 3

come in = masuklah
sit down = duduklah
made of wood = terbuat dari kayu
belongs to = milik/kepunyaan
a house tour = tur rumah
nice = bagus/indah
cool = sejuk
firm = kuat/kokoh
old = tua

Unit 2 - Section 1

tidy = rapi, teratur
messy = berantakan
clean = bersih
dirty = kotor
neat = rapi

Unit 2 - Section 2.b

finish = *selesai*
take turn = *bergantian*
chore = *pekerjaan rumah*

Unit 2 - Section 4

to remind about = mengingatkan
to help out = membantu
to guess = menebak
sticker sign = stiker peringatan

Unit 3 - Section 2.a

separating = *memisahkan*
can be recycled = *bisa didaur ulang*
rubbish = *sampah*

Unit 3 - Section 5.a

tear = *sobek*
pour = *tuangkan*
wire mesh = *jaring kawat*
solid = *padat*

Unit 3 - Section 6.b

stick = *tempelkan*
zipper = *resleting*
beads = *manik-manik*

Progress Check 1

Text 1

Sinta is Galang's sister. She is 16 years old. She is tall and has straight black hair. She likes to wear a ribbon in her hair.

Her hobby is playing badminton. She often plays badminton with Ibu Posma in a park near her house every weekend. When playing badminton, they bring their own rackets and shuttlecocks.

After playing badminton, Sinta and Ibu Posma go to a restaurant near the park. They usually have rica-rica chicken with rice. It is Sinta's favorite food because it is spicy and greasy. She likes to have it with orange juice. It is sour but very fresh.

For numbers 1-5, choose the best answers.

1. What is Sinta's favorite accessory?
   a. A necklace
   b. A bracelet
   c. A watch
   d. A ribbon
2. What is Sinta's favorite meal?
   a. Rica-rica chicken with rice and orange juice.
   b. Spicy chicken with rice and orange juice.
   c. Rica-rica chicken with rice and lemon juice.
   d. Spicy chicken with rice and lemon juice.
3. What is a type of sports that is similar to Sinta's hobby?
   a. Tennis.
   b. Volleyball.
   c. Basketball.
   d. Archery.

4. What things do Sinta and Ibu Posma always bring to play badminton?
    a. Balls and rackets.
    b. Shuttlecocks and boards.
    c. Shuttlecocks and rackets.
    d. Balls and boards.
5. How many times do Sinta and Ibu Posma play badminton?
    a. Three times a week.
    b. Two times a week.
    c. Five times a week.
    d. Four times a week.

Text 2

Andre is going to make a pancake for the first time. He needs to follow the recipe to make it but the steps are in the wrong order. Help Andre arrange the steps in the correct order.

How to Make a Pancake

1. Next, put two cups of flour and two tablespoons of butter into the bowl along with the wet ingredients and mix them together.
2. Then, heat a pan with a low-medium heat with cooking oil and ⅓ cup of batter.
3. First, add two eggs and two cups of milk to the bowl as the wet ingredients. Whisk it together until it is smooth and lump-free.
4. Finally, put the pancake on a plate and serve it with toppings you like.
5. Cook the pancake for one to two minutes until the bottom of the pancake is golden brown. Flip and cook until the pancake turns golden.

Arrange the text numbers to make the correct step to make a pancake.

6. _____) – (_____) – (_____) – (_____) – (_____)

7. Think about your hobby. Describe what you need for your hobby, how many times you do your hobby, and the reason why you like to do your hobby. To describe your hobby, you may use the sentences below.

   My hobby is __________

   I like __________

   To do __________ I need __________

   I often play __________

   I usually play __________

   I like to __________ because __________

Text 3

Monita's bedroom is very spacious. She loves to hang out in her bedroom. When we go inside, there is one large bed. If we look closely, we can see a drawer under her bed. There are many dolls inside the drawer. Next to the bed, there is a side table with a lamp above it. She has a big white cupboard which is full of colorful clothes. She likes Justin Bieber so she sticks some posters of him on the wall. Between the posters, she hangs a picture of her and her best friends. In front of her bed, there is a cabinet with a television above it. She tidies up her bedroom every day. No wonder her room is very neat and clean.

For numbers 1-5, choose the best answers.

8. What can we find in Tamara's bedroom?
   a. A drawer, a bed, dolls, a side table, and a cupboard.
   b. A bed, a side table, a radio, and a lamp.
   c. A bed, a side table, books, and a television.
   d. A picture, dolls, a chair, and a rug.

9. What does Monita do to make her bedroom neat and clean?
   a. Wipes the dust.
   b. Puts the trash away.
   c. Tidies up the room.
   d. Mops the floor.
10. Where does Tamara keep her dolls?
   a. She keeps her dolls under the cabinet.
   b. She keeps her dolls between the posters.
   c. She keeps her dolls above the side table.
   d. She keeps her dolls inside the drawer.
11. What does Tamara hang between the posters?
   a. A picture of beautiful lamps.
   b. Colorful clothes.
   c. A picture of her and her best friends.
   d. A television.
12. Where does Tamara place her lamp?
   a. She places her lamp above the drawer next to the large bed.
   b. She places her lamp inside the cupboard in front of the bed.
   c. She places her lamp above the side table next to the large bed.
   d. She places her lamp under the side table next to the large bed.

Conversation

For numbers 13-17, complete the dialogue with appropriate words.

Galang : Come in, Andre.

Andre : Wow. Is this your bedroom? It is so (13) __________.

Galang : Well, I don't think it is that tidy. I feel like it's still (14) __________.

Andre : Why do you think so?

Galang : I have too many books and I don't know where to store them. My drawers are full. That is why I put some of them (15) __________ my bed.

Andre : Don't you think it is too dusty to put your books there? There is usually a lot of (16) __________ under the bed.

Galang : Yeah ... but I don't know where else I should put them.

Andre : Why don't you donate the books you don't read anymore? I know a place to donate books.

Galang : That's a great idea! Will you help me sort the books?

Andre : Sure! Let's start by putting the books out. Then, we can (17) __________ them from the dust together.

Galang : Okay. Thank you, Andre.

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Chapter 4

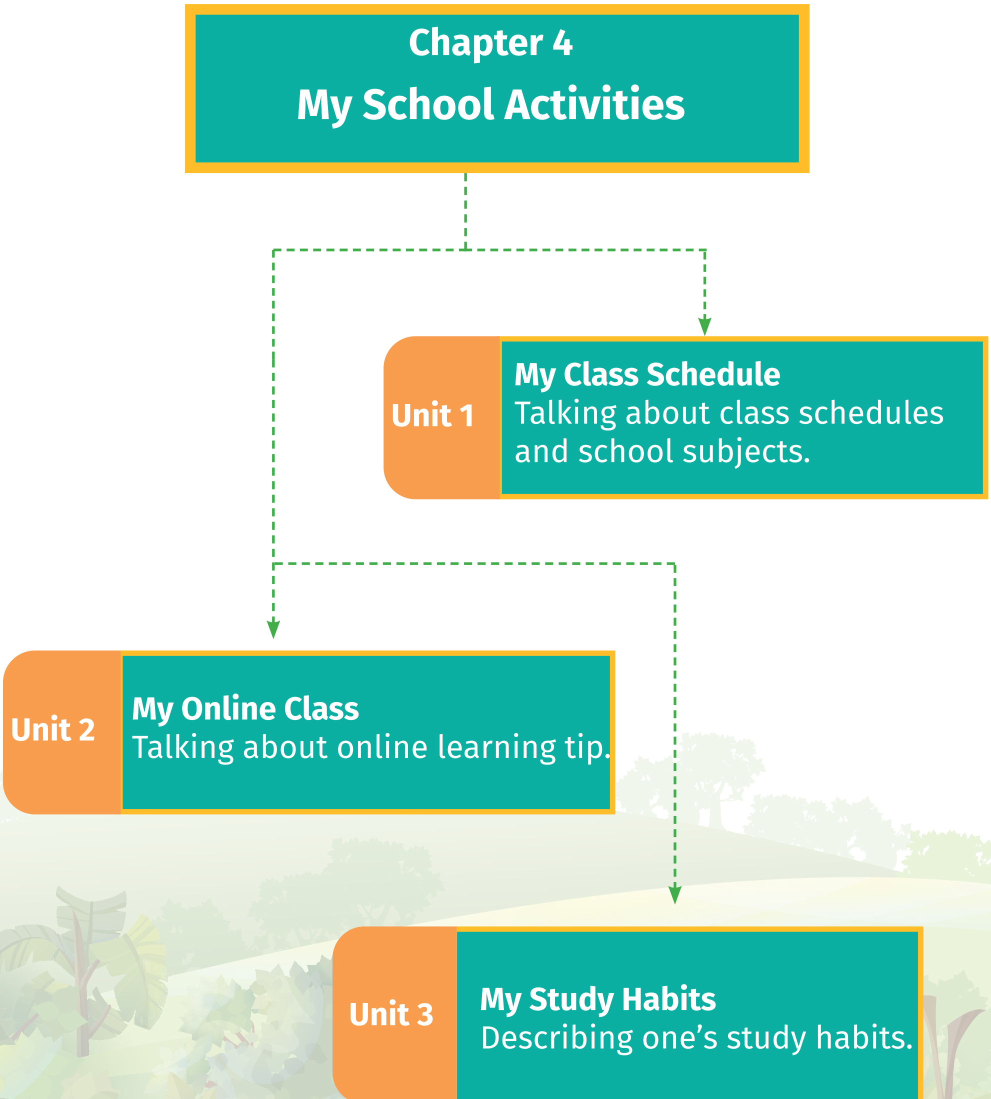
My School Activities



Learning Objectives

Upon completion of Chapter 4, you should be able to:

1. talk about class schedules and school subjects;
2. talk about online learning tips; and
3. describe one’s study habits.



Unit 1. My Class Schedule

Section 1 – Say What You Know



Picture 4.1 My desk

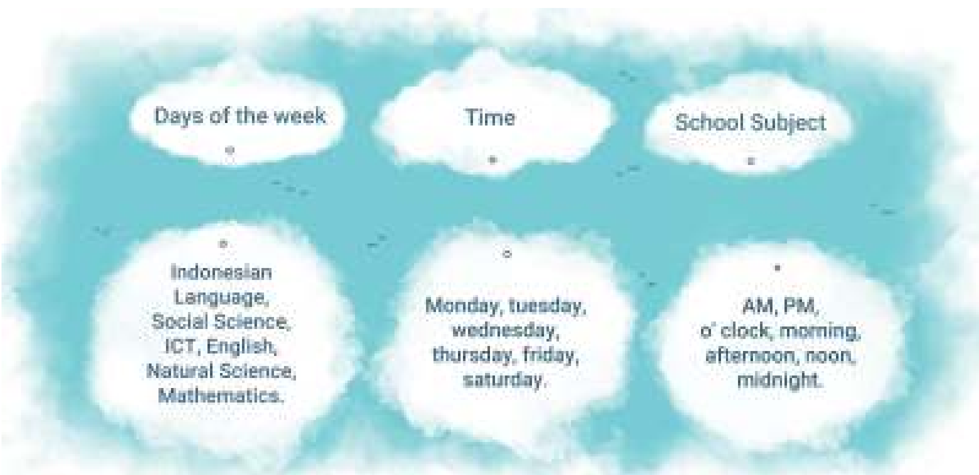
a. Answer the questions.

   Do you make a class schedule?

   Do you hang it on your bedroom wall?

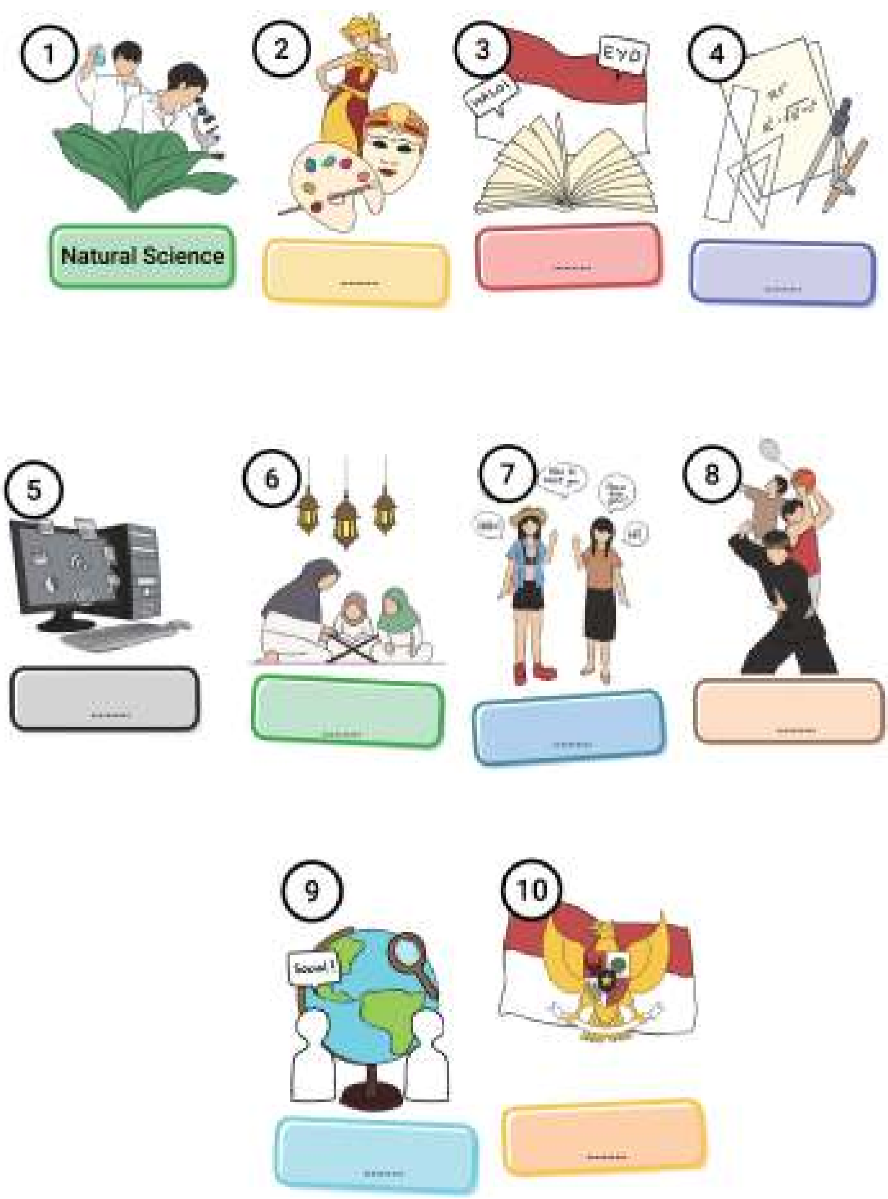
   What subjects do you have on Monday?

b. Draw a line to match the category with the examples.



Worksheet 4.1

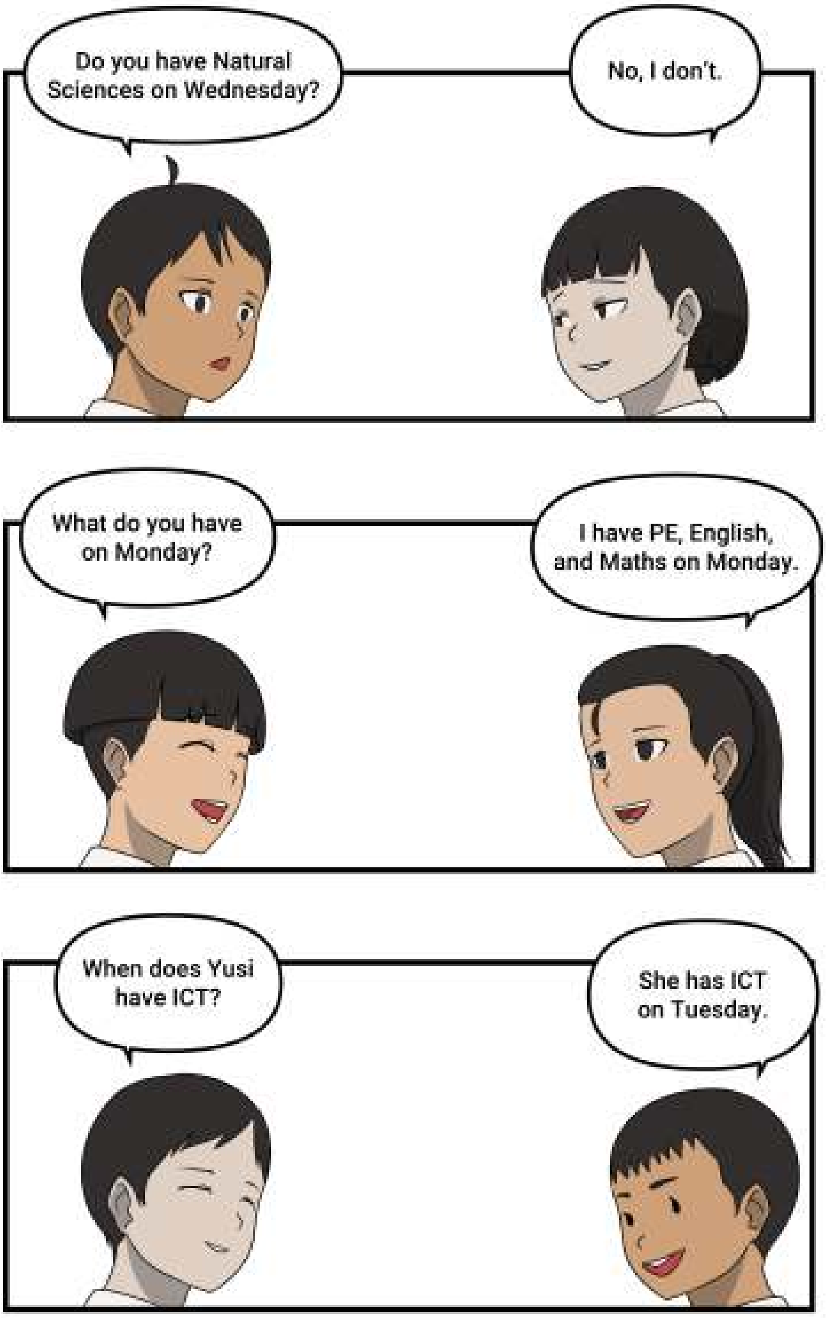
c. Listen to Audio 4.1. Write down the names of class subjects under each picture. Number one has been done for you.



Worksheet 4.2

Section 2 – Listening

a. Listen to Audio 4.2. Some students are talking about school subjects and days.



Comic strip 4.1 School subjects and days.

b. Listen again to Audio 4.1. Based on the dialogue, draw a line to match the names of the day and the school subjects.

Monday | Tuesday | Wednesday



Worksheet 4.3

c. Listen to Audio 4.3. Galang wants to borrow his sister's dictionary for studying English at school. See the word box at the end of the chapter, to help you find the meanings of key wordings.

Galang : Kak Sinta, do you have English on Tuesday?

Sinta : No, I don't. Why are you asking?

Galang : I just want to borrow your dictionary. I have English on that day.

Sinta : Sure, go ahead. Anyway, I have English on Monday and Wednesday.

Galang : Oh, great! My English class is on Tuesday and Thursday.

Sinta : All right then. You can use my dictionary on Tuesday or Thursday.

Galang : Thanks, Kak Sinta.

Sinta : Anytime.

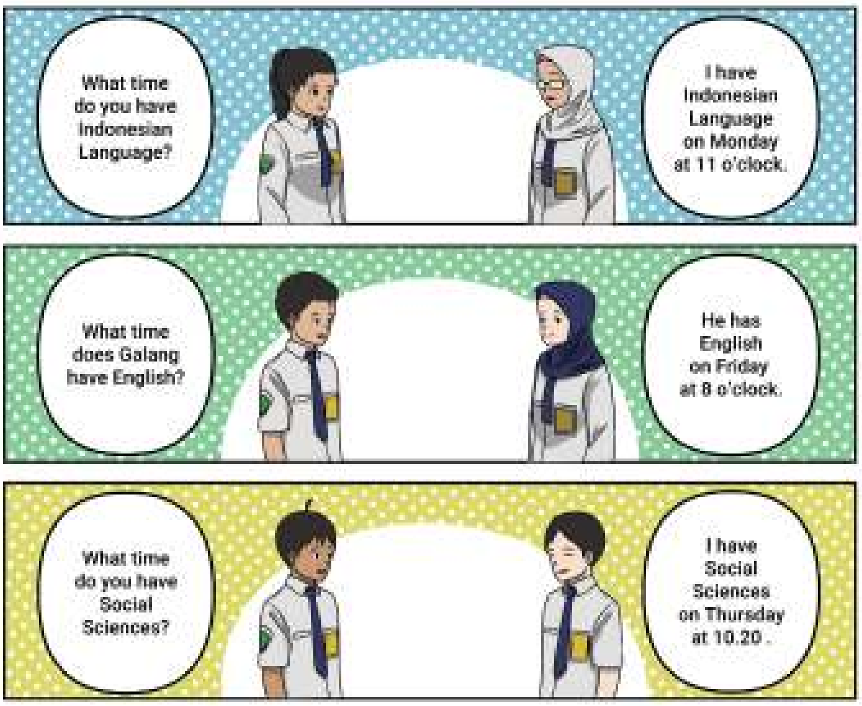
d. Based on the dialog above, put a check (√) if the information is correct or put a cross (X) if the information is incorrect. Number one has been done for you.

1. Sinta wants to borrow Galang's dictionary. ☐
2. Galang has English on Tuesday. ☐
3. Sinta has English once a week. ☐
4. Galang has English twice a week. ☐
5. Galang can use the dictionary only on Tuesday. ☐

Worksheet 4.4

Section 3 – Listening

a. Listen to Audio 4.4. Some students are talking about school subjects and time.



Comic strip 4.2 School subject and time.

b. Listen again to Audio 4.4. Write the number to match the times and the pictures.



Worksheet 4.5

c. Listen to Audio 4.5. Repeat after your teacher.

1. A : When do you have ... ?
   B : I have ... on Tuesday.

2. A : When do you have ... ?
   B : I have ... on Friday.

3. A : When do you have ... ?
   B : I have ... on Wednesday.

4. A : What time do you have ... ?
   B : I have ... at 1:30.

5. A : What time does he have ... ?
   B : I have ... at ... .

Worksheet 4.6

Section 4 – Language Focus

a. Listen to Audio 4.6. Learn how to ask for and give information about one's class schedule.

Table 4.1 Asking and giving information about one's class schedule.

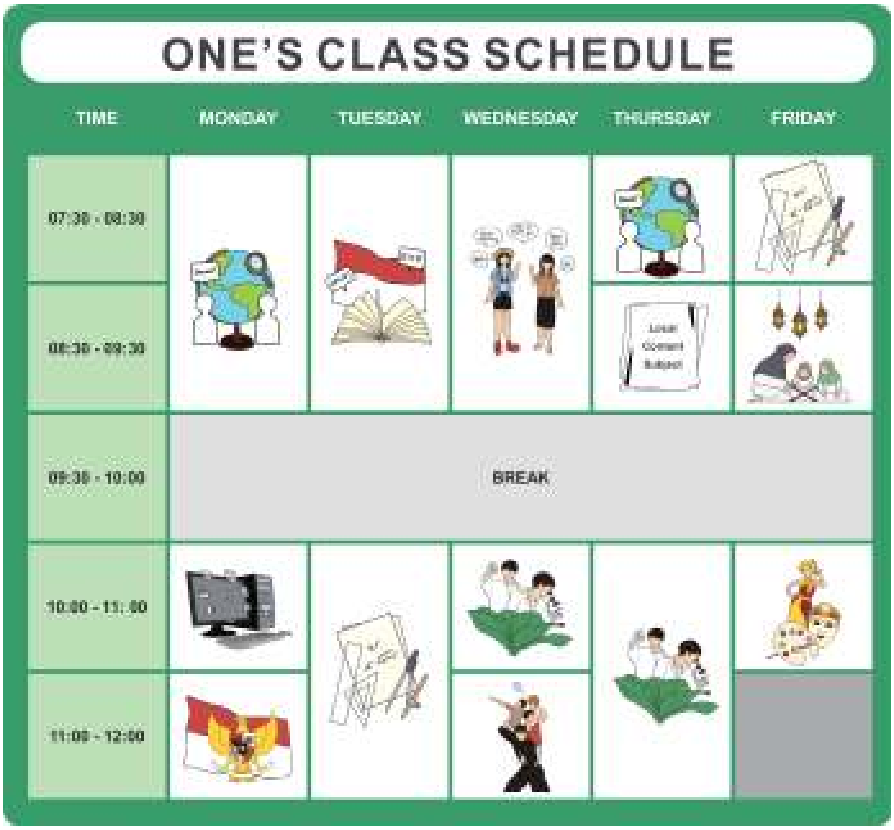
Question	Responses
WHAT	
What do you have on Monday?	I have PE, English, and Maths on Monday.
What time do you have Social Sciences?	I have Social Sciences on Thursday at 10.20.
What time does she have English?	She has English on Wednesday at 01:30.
What time does he have Maths?	He has Maths on Thursday at 08:40.

WHEN	
When do you have Indonesian Language?	I have Indonesian Language on Tuesday and Wednesday.
When does she have Art and Culture?	She has Art and Culture on Friday.
When does he have ICT?	He has ICT on Tuesday.

Tips: You can add ***time*** after ***day***, if necessary.
Example:
"When does he have ICT?"
"He has ICT on Tuesday at 11 o'clock."

b. Listen to Audio 4.6 again. Practice asking and giving information about the class schedule.

c. Look at the class schedule below. Work with your classmate. Take turns to ask for and give information about the class schedule. Use expressions from Table 4.1.



Example:

A: What do you have on Tuesday?

B: I have Indonesian Language and Maths.

A: ***What time do you have*** ICT?

B: I have ICT on Monday at 10 o'clock.

A: ***When do you have*** Maths?

B: I have Maths on Tuesday and Friday.

A: ***When do you have Art*** and Culture?

B: I have Art and Culture on Friday at 10 o'clock.

Section 5 – Listening

a. Listen to Audio 4.7. Monita is describing her class schedule.

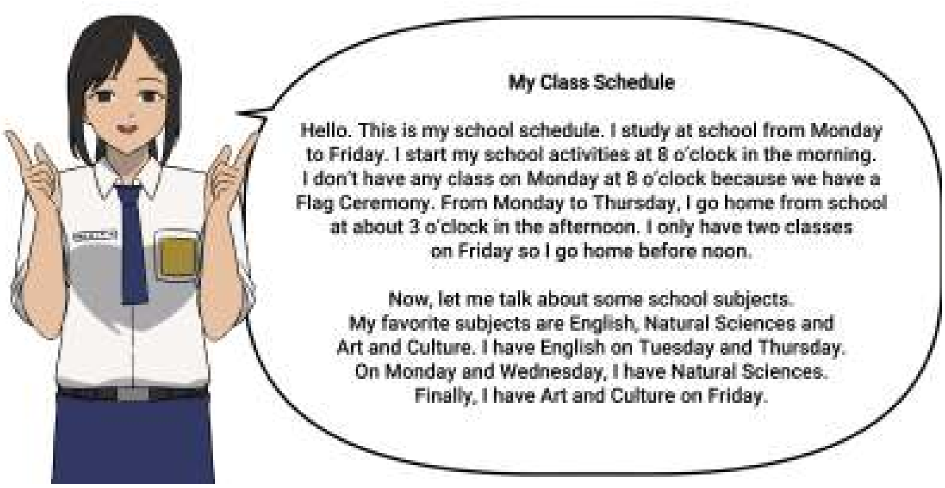
SMP MERDEKA

MONITA'S CLASS SCHEDULE

Class : 7 - A

<table>
<tr><th>TIME</th><th>MONDAY</th><th>TUESDAY</th><th>WEDNESDAY</th><th>THURSDAY</th><th>FRIDAY</th></tr>
<tr><td>08.00 - 08.40</td><td>FLAG CEREMONY</td><td rowspan="3">PE</td><td rowspan="3">RELIGIOUS EDUCATION</td><td>GUIDANCE AND COUNSELLING</td><td rowspan="3">CIVIC EDUCATION</td></tr>
<tr><td>08.40 - 09.20</td><td rowspan="2">MATH</td><td rowspan="2">ENGLISH</td></tr>
<tr><td>09.20 - 10.00</td></tr>
<tr><td>10.00 - 10.20</td><td colspan="5">BREAK</td></tr>
<tr><td>10.20 - 11.00</td><td>MATH</td><td rowspan="2">LOCAL CONTENT SUBJECT</td><td rowspan="2">MATH</td><td rowspan="2">INDONESIAN LANGUAGE</td><td rowspan="2">ART AND CULTURE</td></tr>
<tr><td>11.00 - 11.40</td><td rowspan="2">INDONESIAN LANGUAGE</td></tr>
<tr><td>11.40 - 12.20</td><td>ENGLISH</td><td>INDONESIAN LANGUAGE</td><td>SOCIAL SCIENCE</td><td></td></tr>
<tr><td>12.20 -12.50</td><td colspan="5">BREAK</td></tr>
<tr><td>12.50 - 01.30</td><td rowspan="3">NATURAL SCIENCE</td><td>ENGLISH</td><td>INDONESIAN LANGUAGE</td><td>SOCIAL SCIENCE</td><td rowspan="3"></td></tr>
<tr><td>01.30 - 02.10</td><td rowspan="2">SOCIAL SCIENCE</td><td rowspan="2">NATURAL SCIENCE</td><td rowspan="2">ICT</td></tr>
<tr><td>02.10 - 02.50</td></tr>
</table>

Picture 4.2 Monita's class schedule



Text 4.1 Monita describing her class schedule.

b. Listen again to Audio 4.7. Answer the following questions. Number one has been done for you.

1. When does Monita have a Flag Ceremony?
   She has a Flag Ceremony on Monday.
2. What time does she usually go home from school?
   ____
3. When does Monita have English?
   ____
4. When does Monita have Natural Sciences?
   ____
5. When does Monita have Art and Culture?
   ____

Worksheet 4.7

c. Based on Monita's class schedule above, complete thefollowing sentences.

1. She has Natural Sciences on **Monday** and ________.
2. She has PE on _________ at _________.
3. She has English on __________ and _________.

4. She doesn't have Indonesian Language on ___________ and ________.
5. Does she have Religious Education on Wednesday?
6. Yes, she ________. She has ___________ on Wednesday at _________.
7. Does she have Civic Education on Thursday?
8. No, she doesn't. She has ___________ on __________.

Worksheet 4.8

Section 6 – Language Focus

a. Look at Table 4.2 below. Practice saying a class schedule.

Table 4.2 Asking and giving information about one's class schedule.

Have/Don't Have		School Subjects	Day(s)
I	have	PE, Maths, and English	on Monday
I	don't have	Civic Education	on Tuesday

You can add ***time*** after ***day***, if necessary.
Example:
I have Maths on Monday at 8:40;
I don't have English on Tuesday at 8 o'clock, but I have it at 11:40.

b. Work with a classmate. Take turns to describe the class schedule based on the following situations:

Situation 1	The school subjects you have on Wednesday are Religious Education, Indonesian Language, and Social Sciences.
Situation 2	The school subjects you have on Friday are ICT and Civic Education.
Situation 3	You don't have Maths on Thursday at 8 o'clock. You have it at 10:20.
Situation 4	You don't have Social Sciences on Monday at 12:50. You have it at 01:30.

Worksheet 4.9

c. Work in a group of four. Practice describing your class schedule based on the following situations.

1. Every week you have Maths on Monday and Wednesday.
2. You have English on Tuesday at 10:20 and on Thursday at 08:40.
3. You don't have Guidance and Counselling on Thursday. You have it on Friday.

Worksheet 4.10



Did You Know?
There are a total number of 17, 508 islands in Indonesia and the people speak different languages. There are over 700 local languages spoken in our country. At school, we learn local languages besides Indonesian Language and English. Students from South Kalimantan, for example, learn Bahasa Banjar at primary school as a local content subject. What local language do you learn at school?

Section 7 – Fun Time: Bingo

Listen to your teacher. She or he will tell the time. Put a cross (**X**) on the picture when you hear the time. If you have three crosses (**XXX**) either horizontally, vertically, or diagonally, you tell the whole class: **BINGO!** The center part of the card, Free Space, is a bonus for you.



Picture 4.3 Bingo Game

Section 8 – Your Turn: Speaking

a. Work with a classmate. Make a dialogue based on the following class schedules.

Table 4.3 Class Schedule A

<table>
<tr><th>Time</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>07:30 - 08:30</td><td rowspan="2">Maths</td><td rowspan="2">Indonesian Language</td><td rowspan="2">English</td><td>Natural Sciences</td><td>Maths</td></tr>
<tr><td>08:30 - 09:30</td><td>ICT</td><td>Civic Education</td></tr>
<tr><td>09:30 - 10:00</td><td>Break</td><td>Break</td><td>Break</td><td>Break</td><td>Break</td></tr>
<tr><td>10:00 - 11: 00</td><td>Local content subject</td><td rowspan="2">Natural Sciences</td><td>Social Sciences</td><td rowspan="2">Social Sciences</td><td>PE</td></tr>
<tr><td>11:00 - 12:00</td><td>Religious Education</td><td>Art and Culture</td><td></td></tr>
</table>

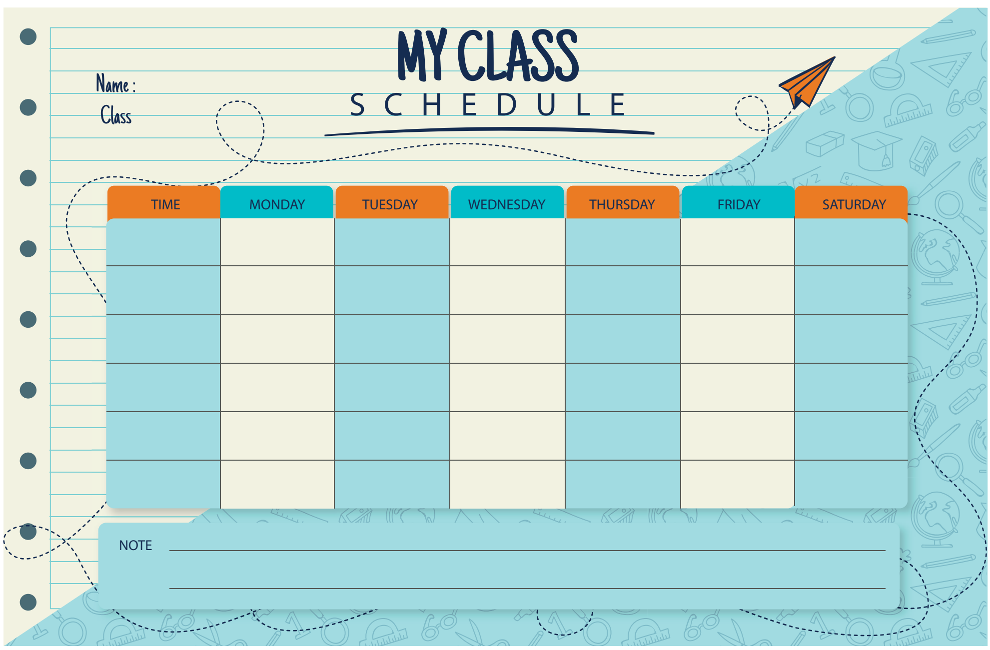
Table 4.4 Class Schedule B

<table>
<tr><th>Time</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>07:30 - 08:30</td><td rowspan="2">English</td><td>Religious Education</td><td rowspan="2">Natural Sciences</td><td rowspan="2">Indonesian Language</td><td>Maths</td></tr>
<tr><td>08:30 - 09:30</td><td>Local content subject</td><td>Social Sciences</td></tr>
<tr><td>09:30 - 10:00</td><td>Break</td><td>Break</td><td>Break</td><td>Break</td><td>Break</td></tr>
<tr><td>10:00 - 11: 00</td><td>ICT</td><td rowspan="2">Social Sciences</td><td>Natural Sciences</td><td rowspan="2">Maths</td><td>PE</td></tr>
<tr><td>11:00 - 12:00</td><td>PE</td><td>Art and Culture</td><td></td></tr>
</table>



Worksheet 4.11

b. Complete the template. Write the times on the left and the days at the top. Write the subjects in the spaces under each day. Remember to use capital letters for languages (e.g. English) and abbreviations (e.g. PE).



Worksheet 4.12

c. Describe the class schedule you make in front of the class. Or, record yourself while describing the class schedule. Use the sentences you have learned in Section 4.

Enrichment: Presenting Your Class Schedule

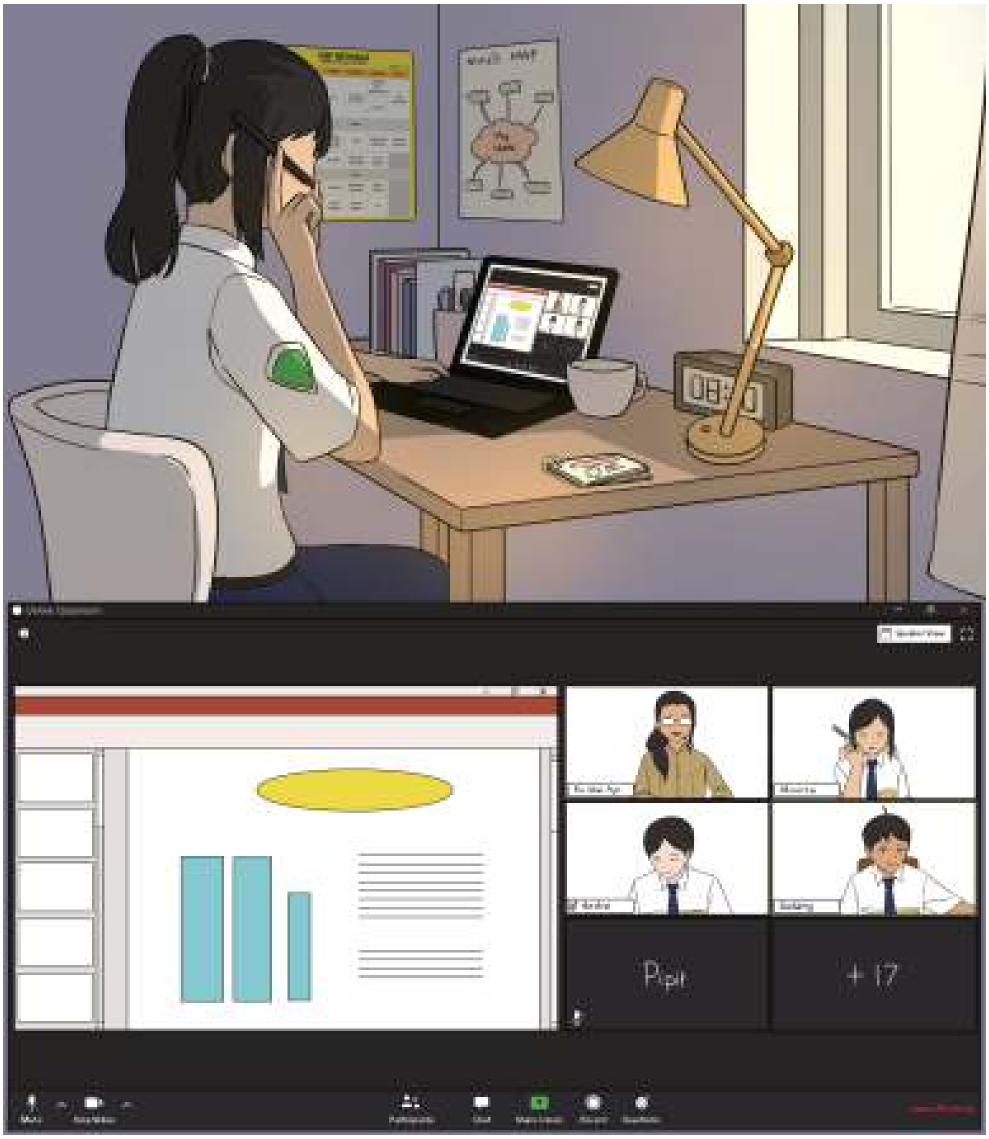
Describe your class schedule to your friends from other classes or schools.



Worksheet 4.13

Unit 2. My Online Class

Section 1 – Say What You Know



Picture 4.4 Online class

Look at the Picture 4.4. What are they doing?

Do you have online classes?

If you do, does your online class have learning rules?

Section 2 – Reading and Viewing

a. Match the pictures with suitable activities.



- Raise hand
- Pay attention
- Take note
- Turn on the camera
- Mute the microphone
- Share screen



Worksheet 4.14

b. Read a text about *Ibu* Ayu's Online Classroom. See the Wordbox.

***Ibu* Ayu's Online Class**

Ibu Ayu teaches English every Tuesday and Thursday. During the pandemic, *Ibu* Ayu taught English online. She used a video conferencing application. *Ibu* Ayu met and talked with her students virtually. She also explained the materials and has a discussion with her students. The students felt very happy and excited to learn English online. Sometimes the students spoke at the same time. In a video conferencing application, speaking at the same time makes the class noisy. *Ibu* Ayu thought about making rules for online learning.

c. Answer the following questions based on the text above.

1. Why does *Ibu* Ayu teach English online?

   ____

2. How many times does *Ibu* Ayu teach English in a week?

   ____

3. What type of application does *Ibu* Ayu use in teaching online?

   ____

4. What activities does *Ibu* Ayu do in online learning?

   ____

5. Do you think *Ibu* Ayu needs to make online learning rules? Explain.

   ____

Worksheet 4.15

d. Read *Ibu* Ayu's rules for an online classroom. See the Wordbox.



Comic strip 4.3 Online Class Rule

e. Choose the best answer for the following questions based on *Ibu* Ayu's rules for online class. Number one has been done for you.

1. How many rules does *Ibu* Ayu have for her online class?
   a. 5 rules
   b. 6 rules
   c. 7 rules
2. When the students are not asking questions, they ...
   a. use the 'raise hand' button
   b. turn on the mic
   c. turn off the mic
3. Andre wants to ask a question. He ...
   a. uses the 'raise hand' button
   b. turns on the camera
   c. turns off the mic
4. Galang wears ... to study English online.
   a. a formal dress
   b. a casual outfit
   c. a school uniform
5. Which one is NOT an example of respecting others in online class?
   a. unmuting the microphone and speaking loudly.
   b. chatting with other students online.
   c. using the 'raise hand' button to ask a question.

Worksheet 4.16

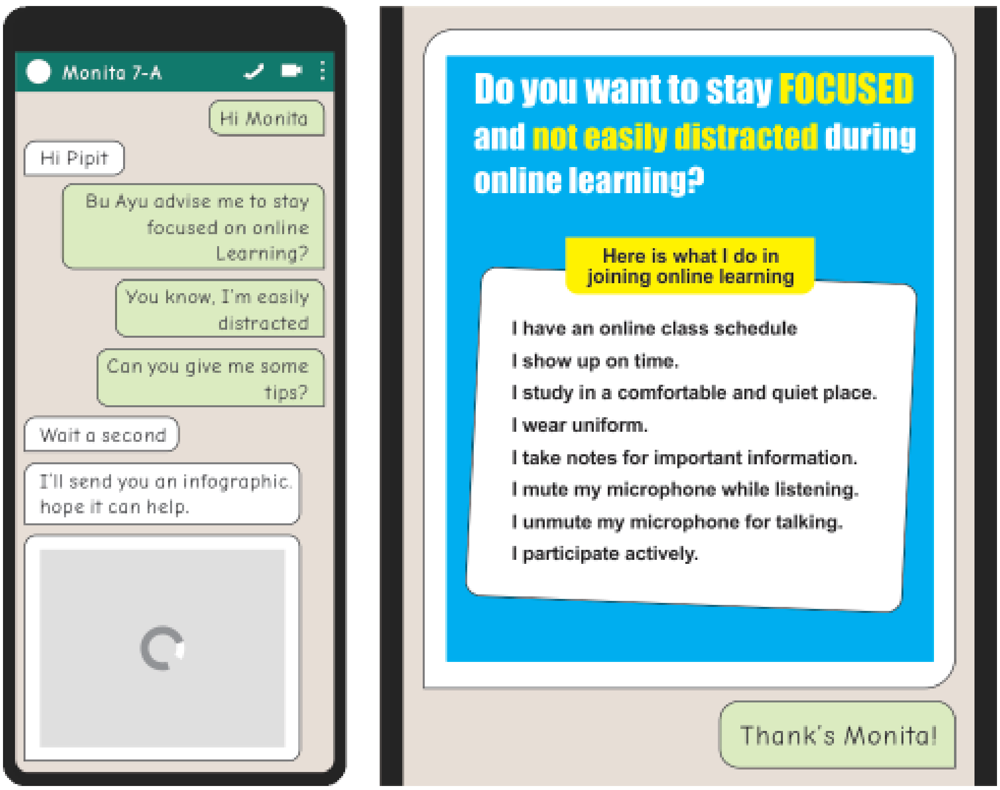
Did You Know?

Netiquette
Do you know the word “Netiquette”? Netiquette is Network Etiquette. It is related to anything that we can do and don’t do in online interactions. As in our real-world or offline interactions, cyberspace or online has certain rules to follow depending on the situation or the context

To know more about **Netiquette,** go to this link:

Section 3 – Reading and Viewing

a. Read an online chat between Pipit and Monita. They talk about some tips to stay focused during online learning. See the Wordbox.



Picture 4.5 Pipit and Monita chat

b. Answer the following questions based on Pipit and Monita's chat.

1. Why does Pipit ask for some tips from Monita?

   ___

2. Does Monita explain the tips on the chat?

   ___

3. Mention the tips from the infographic that you want to do.

   ___

4. What activities does *Ibu* Ayu do in online learning?

   ___

5. Do you find similarities between Monita's tips and *Ibu* Ayu's online rules? What are they?

   ___

Worksheet 4.17

c. Based on the infographic above, give a cross on thumbs up sign for the statement that is suitable with the tips or give a cross on a thumbs down for the statement that isn't suitable with the tips. Number one has been done for you.

1. Create a schedule to remind you to join the class on time.
2. You can wear pyjamas or any clothes that you want.
3. Do not discuss or talk about things not related to the lessons in online class.
4. You don't have to take notes in online class.
5. Online class is the same as the offline class.

Worksheet 4.18

Section 4 – Language Focus

In online learning, sometimes our teacher requests us to do something. For example, "turn off the microphone", "switch on the camera", or "be quiet".

The teacher might say: **"Could you …"** or **"Could you please …"** at the beginning of his/her request.

Sometimes, you will hear another expression that is **"Can you …"** or **"Can you please …"**

Read the table below to know more about the expression.

Table 4.5

Expressions	Functions	Examples
"Could you …" or **"Could you please …"**	It expresses politeness in a formal situation, like in the classroom situation.	• **Could you** turn off the microphone? • **Could you** switch on the camera? • **Could you** be quiet, **please?**
"Can you …" or **"Can you please …"**	The expression is usually used in informal situations or more casual interactions with friends.	• **Can you** give me some tips? • **Can you** call me back later? • **Can you** tell me again about our online learning schedule tomorrow?

a. Put the words in each number into the correct order to make requests. Number one has been done for you.

1. send - link - can - the - you - ?

   Can you send the link?

2. turn - microphone - could - the - you - ? - on

   ____

3. ? - can - read - I - your - text

   ____

4. could - write - answer - you - your - in - box - chat - the - ?

   ____

5. you - the - picture - ? - in - group - our - share - can

   ____

Worksheet 4.19

b. Write a request for each situation. Use the underlined phrases. Change the pronouns if necessary. Number one has been done for you.

1. You ask your friend to **send an infographic file.**

   Your request: *Can you send an infographic file?*

2. You request your classmate to **send a copy of the class schedule to you.**

   Your request: ______________________________________

3. You ask a friend to **unmute his microphone**.

   Your request: ______________________________________

4. You request your teacher to help you **how to do the homework.**

   Your request: ______________________________________

5. You ask your classmate to **reply to your chat quickly.**

   Your request: ______________________________________

Worksheet 4.20

Section 5 – Fun Time: Spin the Wheel

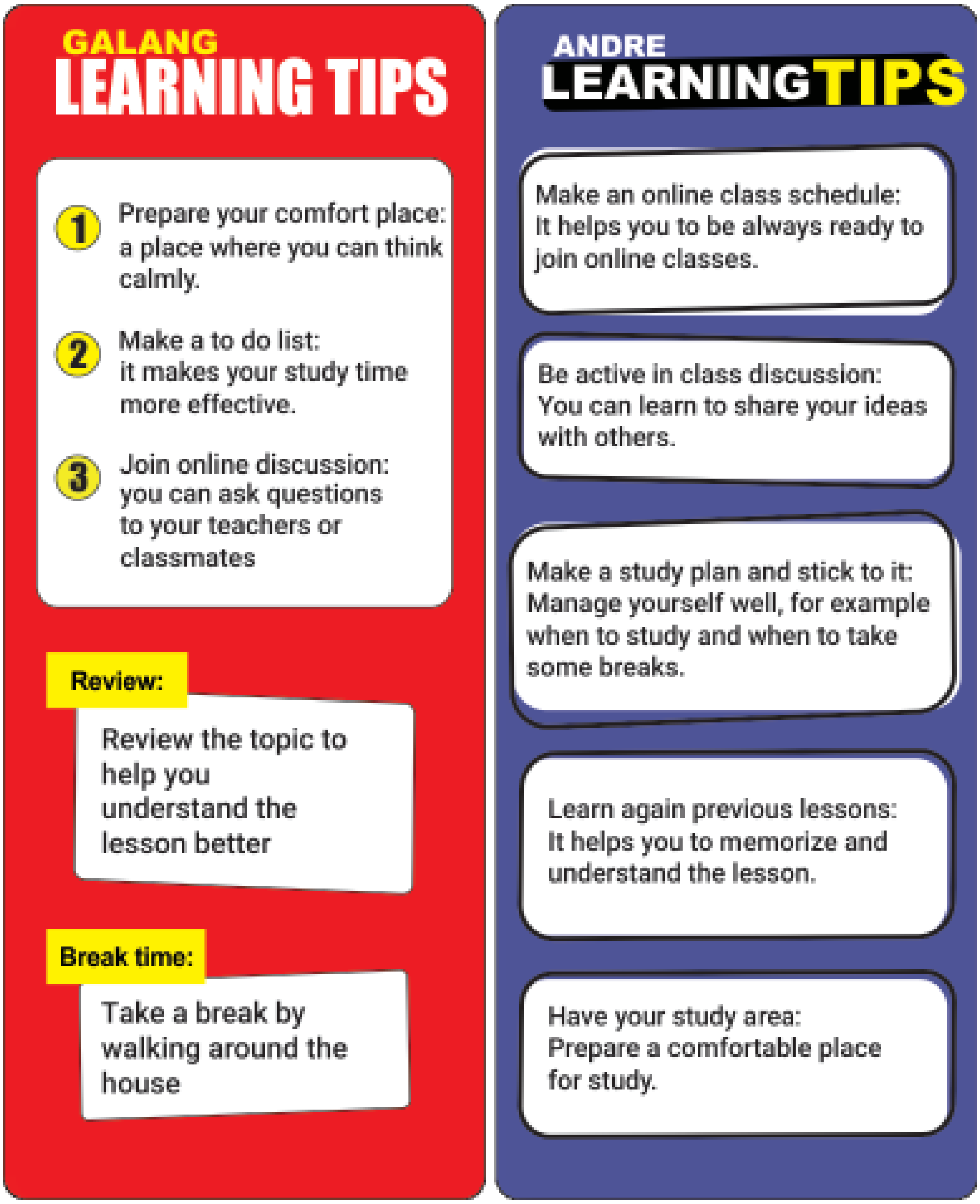
Play with a classmate.
Use a pencil and spin it to get to an online learning situation written on the wheel. Make a request by using **'Could you …'** or **'Can you …'.**

Example:
When a pencil points to 'mute the microphone' on the wheel.
You ask, "**Could you** mute the microphone, please?"



Section 6 – Your Turn: Reading and Viewing

a. *Ibu* Ayu asks her students to make an infographic to show their learning tips. Here are the infographics made by Galang and Andre. Read their infographics. See the Wordbox.



Picture 4.6 Galang and Andre's infographics

b. Based on Galang and Andre's infographics at Picture 4.5, answer the following questions.

1. What is Galang's tip to make your study time more effective?

   ____

2. Why does Andre suggest making an online class schedule?

   ____

3. Do you agree with Andre to be active in a class discussion? Why?

   ____

4. Do you think 'break-time' is important? Why?

   ____

5. Do you find similarities between Galang's and Andre's Infographics? What are they?

   ____

Worksheet 4.21

Enrichment: Presenting Your Online Learning Tips

Think of three learning tips to keep yourself focused online. Then, make an infographic about the tips. Present it to your friends in the class.

Worksheet 4.22

Unit 3. My Study Habits

Section 1 – Say What You Know

Rate yourself by coloring the stars. See the Wordbox.

1. Do you read every day?

2. Do you take notes every day?

3. Do you make a schedule?

4. Do you review lessons at home?

5. Do you do homework every day?

Worksheet 4.23

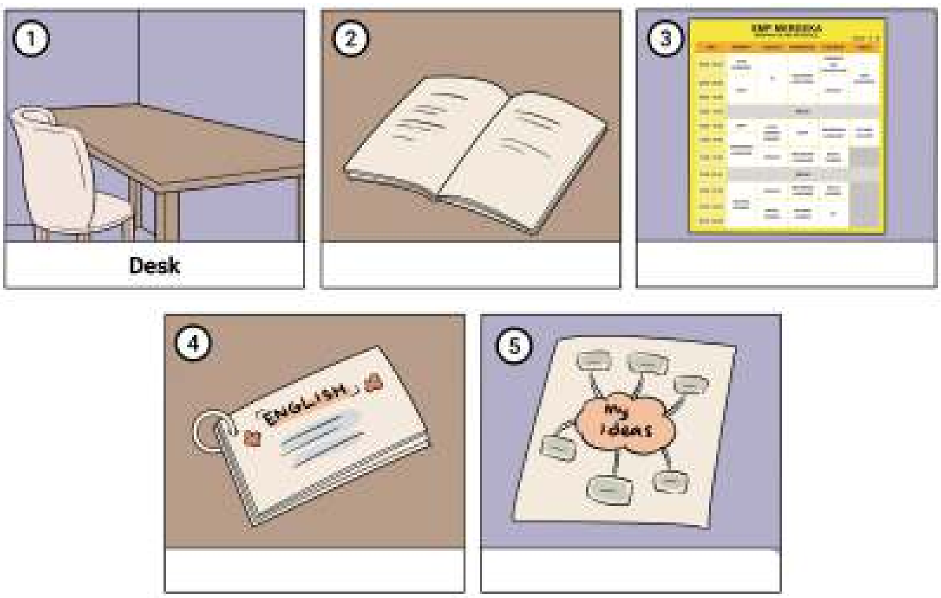
Section 2 – Reading

See the Wordbox.

a. Look at the picture below. Write down words for the things you can see at Monita's study area. Number one has been done for you.



Picture 4.7 Monita's study room



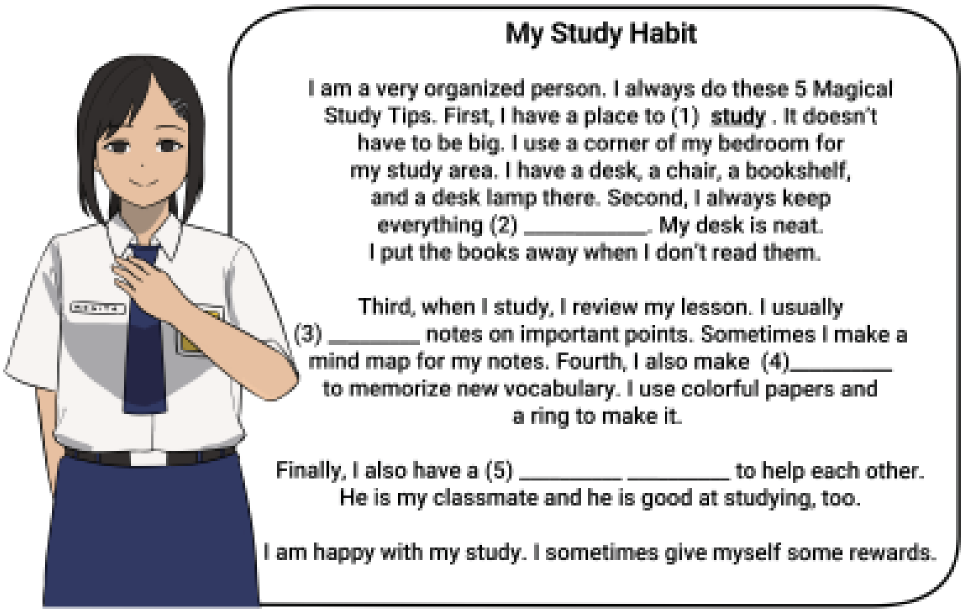
Worksheet 4.24

b. Look at each picture and write a relevant activity under each picture. Number one has been done for you.



Worksheet 4.25

c. Complete the text about Monita's study habits. Use the activities in the Worksheet 4.25. See the Wordbox.



Worksheet 4.26

d. Read the text again on Worksheet 4.26. Write ***T*** if the statement about Monita is **True** or ***F*** if the statement is **False**. Number one has been done for you.

1. She is not an organized student. [***F***]
2. She has notebooks [ ]
3. She does not have any mind map [ ]
4. She has vocabulary flashcards. [ ]
5. Her study buddy is a good student. [ ]

Worksheet 4.27

e. Read the text on Worksheet 4.26 again. Complete the following sentences. Number one has been done for you.

1. Monita's study area is in the corner of her bedroom.
2. She has a ______, a _______, a _______and a ________ at her study area.
3. She usually takes note of a new word and its __________ on ________.
4. Monita and her study buddy always ________ each _____.
5. She always gives herself some __________ such as chocolate or ice cream.

Worksheet 4.28

f. Observe the following structure of a descriptive text about Monita's study habits.

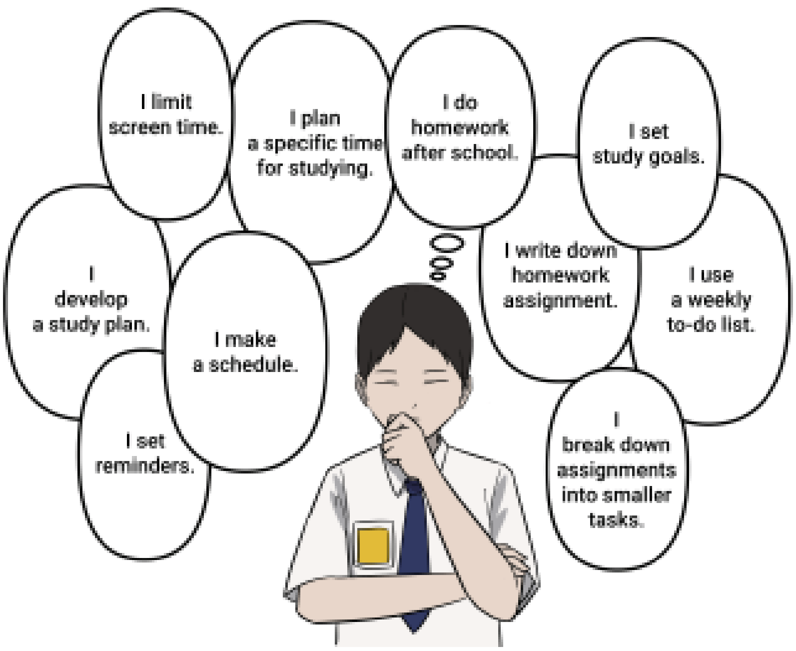
Table 4.6

Structure	Text
Identification: a general orientation to the topic	Example: I am a very organized person.
Description:	
Feature 1: Study area	First, I have a place to study. It doesn't have to be big. I use a corner of my bedroom for my study area. I have a desk, a chair, a bookshelf, and a desk lamp there. Second, I always keep everything organized. My desk is neat. I put the books away when I don't read them.

Feature 2: Lesson review	Third, When I study, I review my lesson. I usually take notes on important points. Sometimes I make a mind map for my notes. Fourth, I also make flashcards to memorize new vocabulary. I use colorful paper and a ring to make it
Feature 3 Study buddy	Finally, I also have a study buddy to help each other. He is my classmate and he is good at studying, too.
Comment	I am happy with my study. I sometimes give myself some rewards.

Section 3 – Reading

a. Read the following text about Andre.



Picture 4.8 Andre's study habits

b. Complete the text on Worksheet 4.29 by changing the verbs in the brackets.



Andre, my study buddy

Andre loves studying. For his study success, first, he (set) study goals. He often (develop) a study plan. He regularly (write down) homework assignments and (break down) the assignment into smaller tasks. He always (do) homework right after school. He believes he can achieve his goals by doing these small steps.

Second, he manages his time well. He usually (make) a schedule and (use) a weekly to-do list to keep him on track. He also (plan) a specific time for studying. He frequently (set) reminders on his cellphone or on sticky notes. He doesn't like wasting time so he (limit) hisscreen time, too.

Although he is busy studying, he always has enough sleep and free time.

Worksheet 4.29

c. Read the questions on Worksheet 4.30, then write down your answers.

1. Does Andre love studying?
   Yes, he does.
2. When does Andre do his homework?
   ____
3. What does he do to keep on track?
   ____
4. What does he use to set the reminders?
   ____
5. Does he like wasting time?
   ____

Worksheet 4.30

d. Write down Andre's study habits into the following categories.

Study Goals	Time Management
He sets study goals	....
....	....
....	....
....	....
....	....

Worksheet 4.31

e. Observe the following structure of a descriptive text about Andre's study habits. Complete the text.

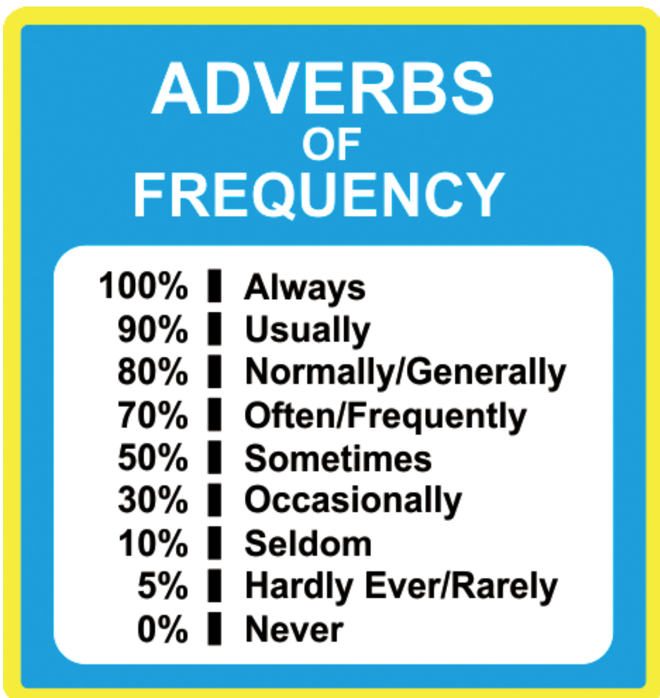
Structure	Text
Identification: a general orientation to the topic	Example: Andre's loves studying.
Description: Feature 1: Study goals	For his study success, first, he ______ study goals. He often ______ a study plan. He regularly _______ down homework assignments and _______ down the assignment into smaller tasks. He always _____ homework right after school. He believes he can achieve his goals by doing these small steps.

Feature 2: Time management	Second, he manages his time well. He usually ______ a schedule and ______ a weekly to-do list to keep him on track. He also _____specific time for studying. He frequently _____ reminders on his cellphone or on sticky notes. He doesn't like wasting time so he ______ his screen time, too.
Comment:	Although he is busy studying, he always has enough sleep and free time.

Worksheet 4.32

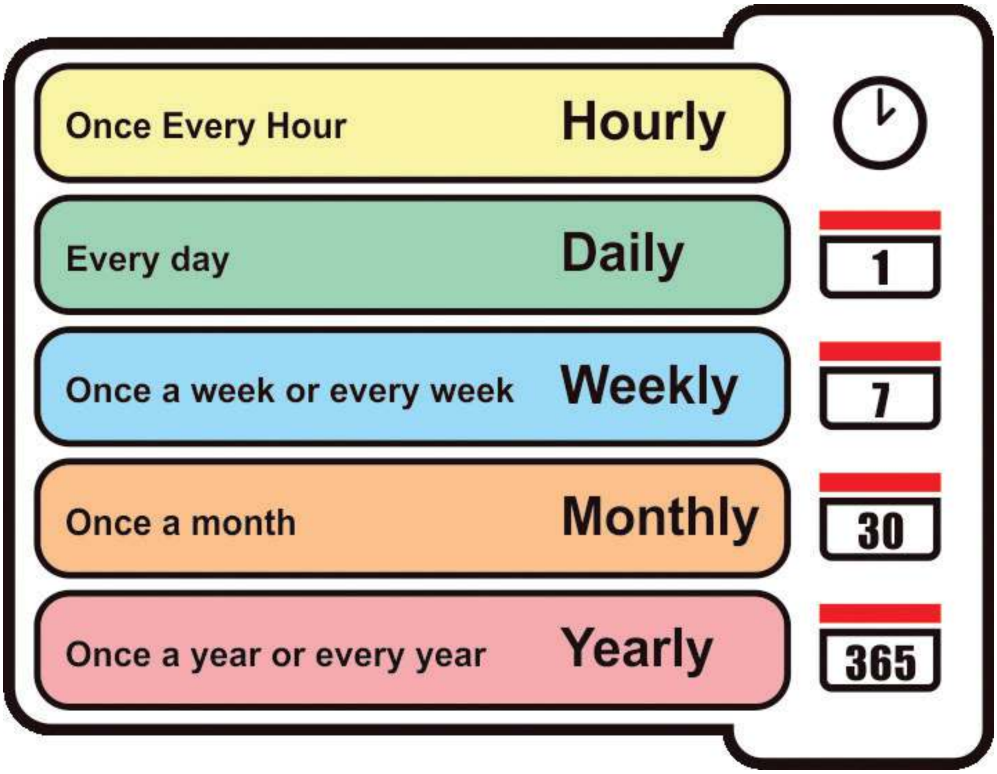
Section 4 – Language Focus

a. When we talk about our activity, we sometimes talk about the frequency. For example: always, often, sometimes. They are called adverbs of frequency. Let's learn more about it. Underline the adverbs of frequency in the following sentences.



Picture 4.9 Adverbs of frequency

We can also use other adverbs of frequency.



Picture 4.10 Adverbs of frequency

b. Complete the following sentences by circling the most suitable adverbs of frequency.

1. Andre regularly checks his class schedule.
2. He frequently sets reminders for learning.
3. I usually do my homework right after school.
4. Monita often takes notes while studying.
5. She always writes down homework assignments.
6. I always do my homework.
7. I plan my weekly schedule.

Worksheet 4.33

c. Complete the following sentences by circling the most suitable adverbs of frequency.

1. Monita (never/always) does homework after school. Every day!
2. Andre (usually/never) wastes his time. He uses it effectively!
3. He (sometimes/seldom) asks his study buddy about a task. They work together!
4. She (rarely/never) misses any assignment deadline. She doesn't like it!
5. I (usually/seldom) memorize new vocabulary. I do it on a daily basis!

Worksheet 4.34



Did You Know?

Time flies is an idiom. If you say *time flies*, it means that time seems to pass very quickly. It doesn't mean that *time can fly*. People usually say *Time flies* when you're having fun. Do you agree with that? Take a look at more examples:

I can't believe my holiday is already over. Time flies!

Time flies when I go to play with my friends.

I am not in elementary school anymore. How time flies!

Can you make a sentence using time flies?

Section 5 – Fun Time: Board game



1. Play with one to three of your classmates. Prepare a board game, one or two dice and three counters. You can use anything for a counter, such as an eraser.
2. Play this game as you play Snake and Ladder.
3. Decide the first player.
4. Roll the dice and say the complete sentence using an adverb of frequency. For example: Your dice shows So, your counter goes to number 4. It says "I _____ plan my weekly schedule". You say: "I often plan my weekly schedule".
5. Put the counter on a certain box (e.g. Number 4) if you successfully say the sentence.
6. Follow the instructions or arrows on the board.
7. You win the game if you reach the "YOU ARE THE WINNER" box.



Picture 4.11 Board game

Section 6 – Your Turn: Writing

a. Planning and brainstorming.

Think about the study habits you have learned in Section 2 and Section 3. Think also about your favorite subject. You can ask yourself: What subject do I like most? What makes me like it? How do I enjoy the subject? Then, list the study habits that are relevant to you. You can write down habits that you do or don't do.

No.	My Study Habbits
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Worksheet 4.35

b. Write down any relevant adverbs of frequency you will use in your paragraph.

Adverbs of frequency	

Worksheet 4.36

c. Outlining and drafting.

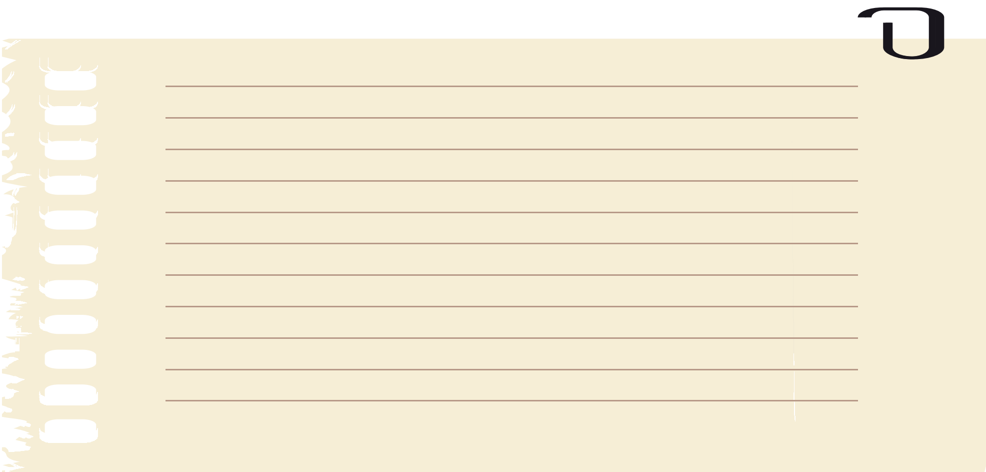
Make an outline of your paragraph using the following structure:

Structure	Short sentences
Identification: a general orientation to the topic	
Description: Feature 1: Feature 2: Feature 3: Feature 4: Feature 5:	

Worksheet 4.37

d. Writing and editing.

Write your descriptive paragraph on Worksheet 4.38.



Worksheet 4.38

Enrichment: Write Once More

a. Choose a friend who is good at studying. You can ask him/her these questions:

What subject do you like most? ,

or What is your favourite subject?

What makes you like it?

How do you enjoy it?, or What do you do to study the subject?

b. Identify his or her study habits. You can ask him/her about his/her study habits using the following examples:

Do you have a place to study?

Do you keep everything organized?

Do you make a schedule?

You can also use "How often do you ...?"

e.g. How often do you do homework after school?

c. Use the following checklist.

Study Habits	Checklist (√ or X)	Adverbs of Frequency
have a place to study		
keep everything organized		
make a schedule		
take notes		
make flashcards		
keep a learning diary		
have a study buddy		

set study goals		
limit screen time		
do homework after school		
Other:		

Worksheet 4.39

d. Make an outline of your paragraph using the following structure. You can also use ***doesn't*** when describing your friend's study habits. For example: *Andre doesn't like wasting time so he limits his screen time.*

Structure	Short Sentences
Identification: a general orientation to the topic	
Description: Feature 1: Feature 2: Feature 3:	

Worksheet 4.40

e. Writing and editing.

Write your descriptive paragraph here.

____
____
____
____
____
____

Worksheet 4.41

Learning Reflection

Name_______________Chapter______________Date____________

How well did I do in Chapter 4?

A

Rate yourself by drawing an emoji next to each statement

Statement	Not So Well	OK	Very Well
I can tell the time.			
I can ask and give information about one's class schedule.			
I can describe my own class schedule.			
I can talk about online class activities.			
I can write a description about my study habits.			

B I learned these new words:

C I liked the *Board Game.*

I liked writing my study habits.

D I shared with my family. I read a descriptive text about my study habits for them. I asked them to add one stdy tip for me.

My Parent's signature

Wordbox

Unit 1 - Section 2.c

go ahead = *silakan*
anytime = *sama-sama*

Unit 2 - Section 2.b

during = selama/dalam masa (berlangsungnya)
video conferencing = pertemuan melalui video
virtual = maya
application = aplikasi (*software*/perangkat lunak)
excited = bersemangat

Unit 2 - Section 2.d

rules = aturan; tata tertib
unmute (the microphone) = nyalakan/aktifkan (mikrofon)
respect = hormat; menghargai

Unit 2 - Section 3.a

"What's new?" = "Ada apa?"
stay focused = tetap konsentrasi
easily distracted = mudah terganggu/teralihkan (perhatian)
show up = hadir

Unit 2 - Section 6

stick to = konsisten
revisit = mengunjungi/mengulangi (kembali)
previous = sebelumnya
effective = efektif/tidak sia-sia
wisely = secara bijaksana

Unit 3 - Section 1

take notes = mencatat
review lessons at home = mengulang kembali pelajaran di rumah
do homework = mengerjakan PR

Unit 3 - Section 2

study area = tempat belajar
learning diary = diary belajar
flashcards = kartu kilas untuk menghafal

Unit 3 - Section 2.c

study desk = meja belajar
important points = hal-hal penting
mind map = peta pikiran
colorful papers = kertas berwarna
rewards = hadiah

Unit 3 - Section 3.a

keep on track = tetap berada di jalur yang baik
believe = yakin
achieve = mencapai

Unit 1 - Section 3.a

keep on track = tetap berada di jalur yang baik
believe = yakin
achieve = mencapai
reminder = pengingat
study goals = target belajar
sticky notes = notes/kertas tempel
time management = pengelolaan waktu
screen time = waktu yang digunakan untuk menggunakan komputer, menonton TV, atau bermain video games.
homework = PR
assignment = tugas
small steps = langkah kecil
enough = cukup
smaller = lebih kecil

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Chapter 5

This is My School



Learning Objectives

Upon completion of Chapter 5, you should be able to:

1. ask for and give directions;
2. talk about extracurricular activities; and
3. describe a school festival.

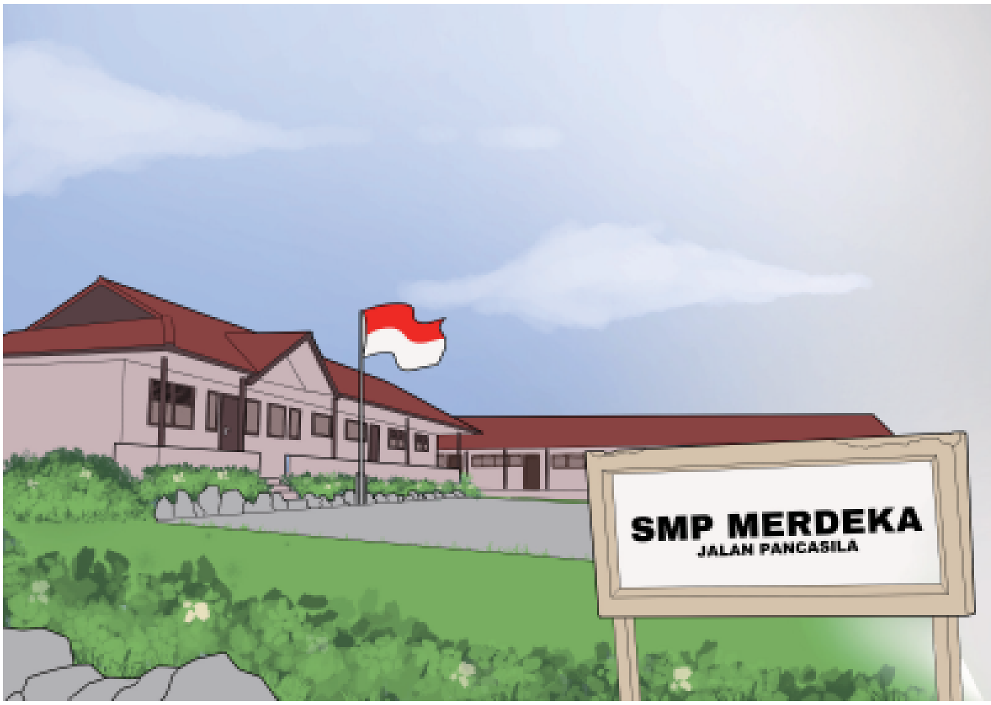
Chapter 5
This is My School

Unit 1 — **School Building**
Asking for and giving directions at school.

Unit 2 — **Extracurricular Activities**
Talking about extracurricular activities.

Unit 3 — **A School Festival**
Describing a school festival.

Unit 1. School Buildings



Picture 5.1 SMP Merdeka

Section 1 – Say What You Know

a. What can you see in the Picture 5.1?

b. Give a check to the facilities that you can see in the picture.

Flag	☐	Garden	☐
Classroom	☐	Library	☐
School yard	☐		

Worksheet 5.1

c. What other facilities do you usually find at school?

Section 2 – Listening

a. Listen to Audio 5.1. Galang and a new student, Pipit, meet Monita at the canteen during break time. See the Wordbox at the end of the chapter, to help you find the meanings of key wordings.



Comic strip 5.1 At the canteen

b. Circle **T** if the statement is **True** and **F** if the statement is **False**.

1	Galang, Pipit, and Monita are at the canteen.	T / F
2	Monita introduces Pipit to Galang.	T / F
3	Galang, Pipit, and Monita will learn English after the school break.	T / F
4	Pak Romy is an English teacher.	T / F
5	The laboratory is next to the library.	T / F



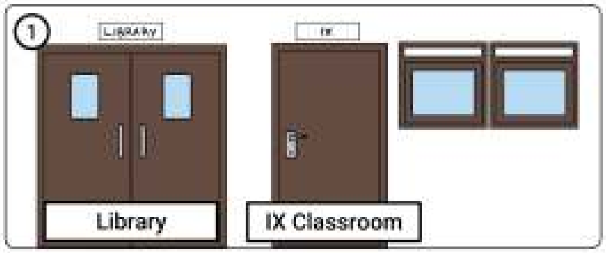
Worksheet 5.2

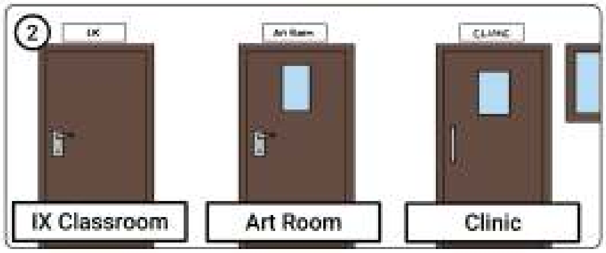
c. Listen to Audio 5.2. Monita, Galang, and Pipit are talking about the location of school facilities.

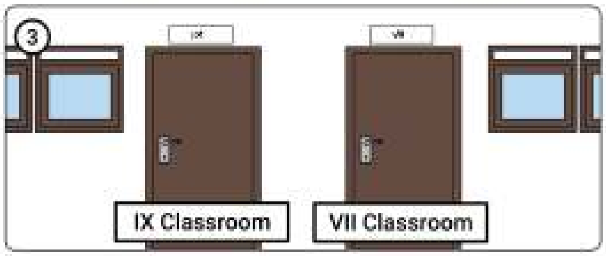


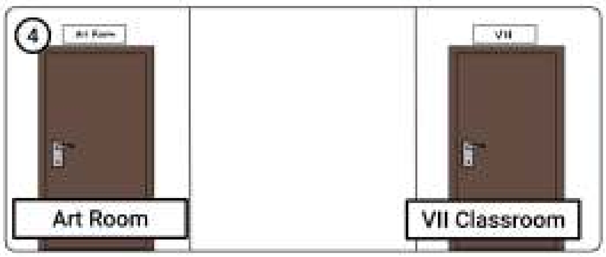
Comic strip 5.2 School facilities

d. Which picture is correct based on the dialogue? Give a check beside the correct picture, and an X beside the wrong picture. See the Wordbox.











Worksheet 5.3

e. Listen again to Audio 5.2 and answer the questions.

1. Where is the clinic?

   ____

2. Where is the art room?

   ____

3. Where is the principal's office?

   ____

4. Where is the third graders' classroom?

   ____

5. Where is the first graders' classroom?

   ____

Worksheet 5.4

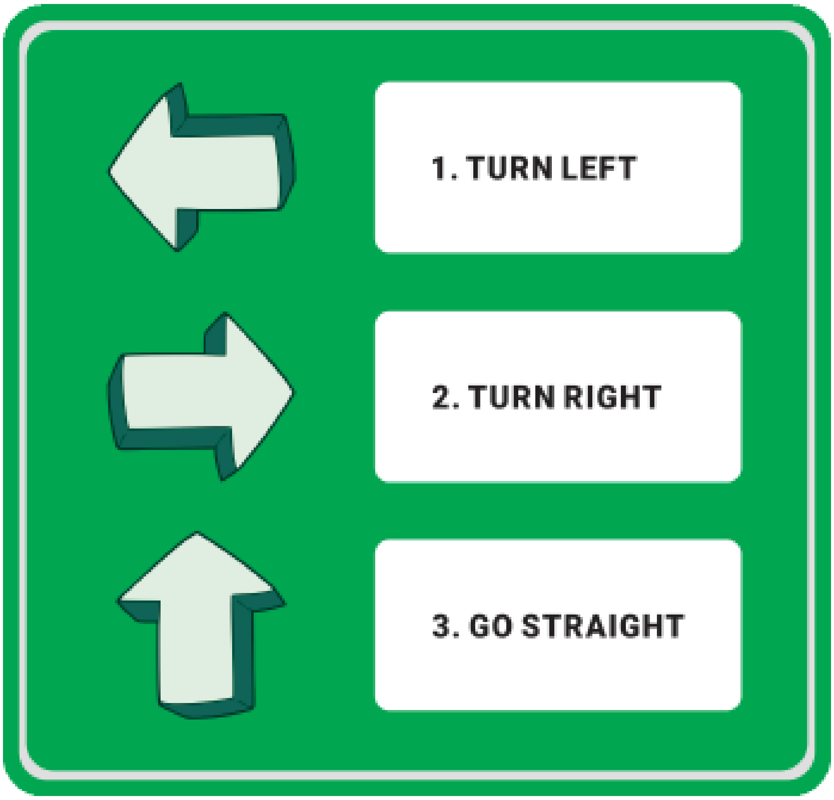
Section 3 – Listening

a. Listen to Audio 5.3. Pipit and Monita talk about directions to the teacher's room.



Comic strip 5.3 Where is the teachers' room?

b. Listen again to Audio 5.3 about giving directions. Fill in the blanks to complete the paragraph. Use **turn left, turn right,** or **go straight.**



Pipit is in the garden. She must go to the teachers' room to meet Ibu Ayu. She should (1) __________ After she walks past the library, she should (2) __________ The teachers' room is beside the canteen. Before she meets Ibu Ayu, Pipit needs to go to the toilet. She should walk past the laboratory and the library. After that she should (3) __________ The girls' toilet is on her left.

Worksheet 5.5

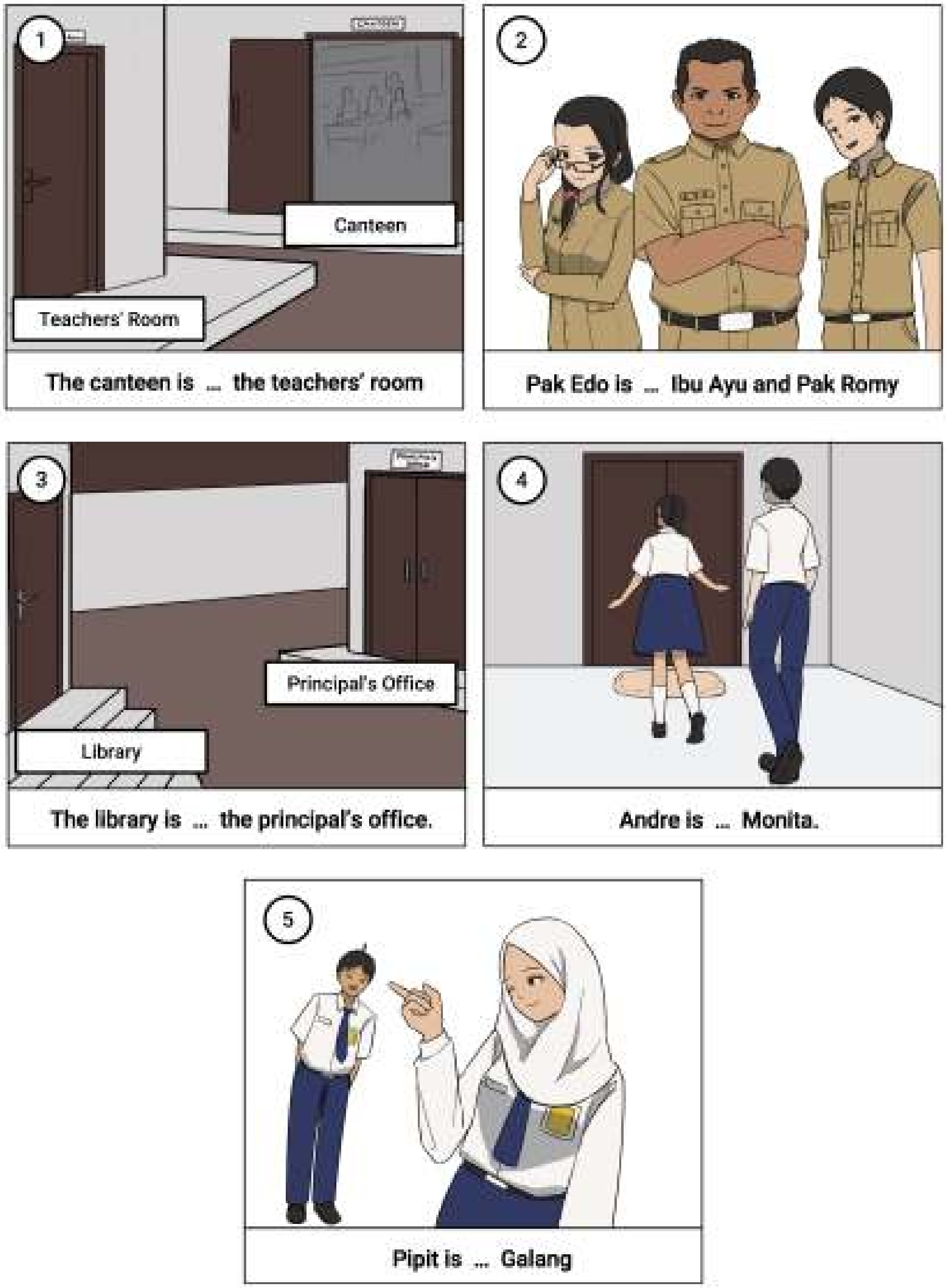
Section 4 – Language Focus

Describing location. Look at the pictures in Text 5.1. The text under the picture gives example on how to describing location.



Text 5.1 Describing location

a. Now, complete the sentence using **beside, between, behind, in front of,** or **across from.**



Worksheet 5.6

b. **Giving directions.** There are some expressions we can use to ask and give directions. Listen to Audio 5.3 about the expressions of asking and giving directions.

Table 5.1 Ask & Give Directions

Ask directions	Give directions
Can you tell me where the teachers' room is?	Go straight forward until you find the library. Turn left. Go straight forward. The teachers' room is beside the canteen.
Where is the toilet?	Go straight forward until you find the library. Turn right. The toilet is on your left.
Can you show me the way to the clinic?	Go straight forward in the corridor until you find the ninth graders' room. Turn right. The clinic is beside the principal's office.

c. Listen to the Audio 5.3 again. Practice with a classmate to ask and give the directions.

Section 5 – Fun Time: Speaking

Treasure Hunt

Now, let's play treasure hunt. Make a team of five or six.

Tools:

a. Paper

b. A pencil or a pen

c. A book or a pencil case (for the treasure)

How to play the game:



Picture 5.2

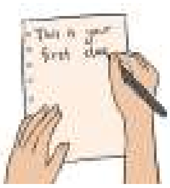
1. Put something (a pencil case or a book) as the treasure. Choose any room in school and you can put it in front of that door. You can also stick your treasure on the door of a room that you chose or you can also put your treasure in a flower pot in front of the room that you chose.
2. After that, write two clues using direction.

   For example:

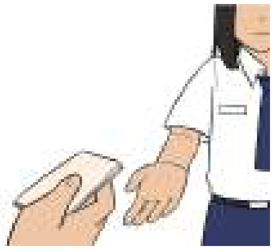

Picture 5.3

3. This is your first clue. To find the second clue, go outside the classroom. Go straight ahead until you walk past the library. Turn right. The second clue is in front of the teachers' room.

   Write each clue on a piece of paper.
4. Put the second clue at the place based on the first clue.


Picture 5.4

5. Give the first clue to your opponent's team.
6. our opponent must find the second clue using the directions from the first clue.
7. After they find the second clue, they must find the treasure using directions from the second clue.


Picture 5.5

8. If the opponent can find the treasure in ten minutes, they win. If they cannot find the treasure, they lose.
9. After that, the opponent will ask you to find their treasure using their clues.

Note: You can also use QR code to make the clue.

Did You Know?

The oldest school in the world

The oldest school in the world is Shishi high school. It is located in Chengdu, China. The school was built in 143-141 BC. It means that the school has existed for about 2100 years. People also call the school "Stone House" because the buildings mostly are made from stone.

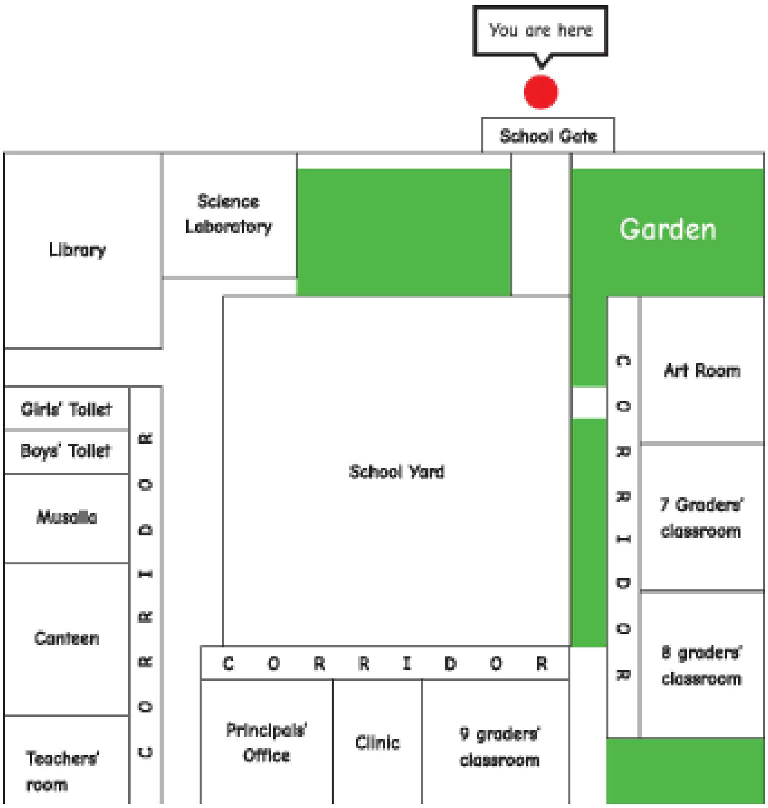
Now, Shishi high school is one of the top ranked schools in China. The school selects highly qualified students who want to study there. There are more than 3,000 students who study there. Its library has a lot of books. The book collection helps the students to learn many things.

Adapted from: https://www.oldest.org/culture/schools/ and https:www.tsubomihouse.com/amp/shishi-high-school-sekolah-tertua-di-dunia-yang-masih-aktif-hingga-sekarang

Section 6 – Your Turn: Speaking

Asking for and Giving Directions

a. Look at a school map at Picture 5.6.



Picture 5.6 SMP Merdeka's map

b. Work with a classmate. Use the school map to ask and give directions of the school buildings. Your position is at the school gate. Number one has been done for you.

1. The library	
Can you show me the way to the library?	Turn right. Go straight forward. The library is beside the science laboratory.
2. The clinic	
3. The boys' toilet	
4. The musalla	
5. The science laboratory	

Worksheet 5.7

Enrichment: Speaking

a. Draw your school's map. Label the name of each room in your school.

Worksheet 5.8

b. What is your favorite room/facility in your school? Where is the room? Tell your friends how to go to your favorite room/facility from the school gate.

Unit 2. Extracurricular Activities

Section 1 – Say What You Know



Picture 5.7 Andre and friends dancing

a. What are they doing?

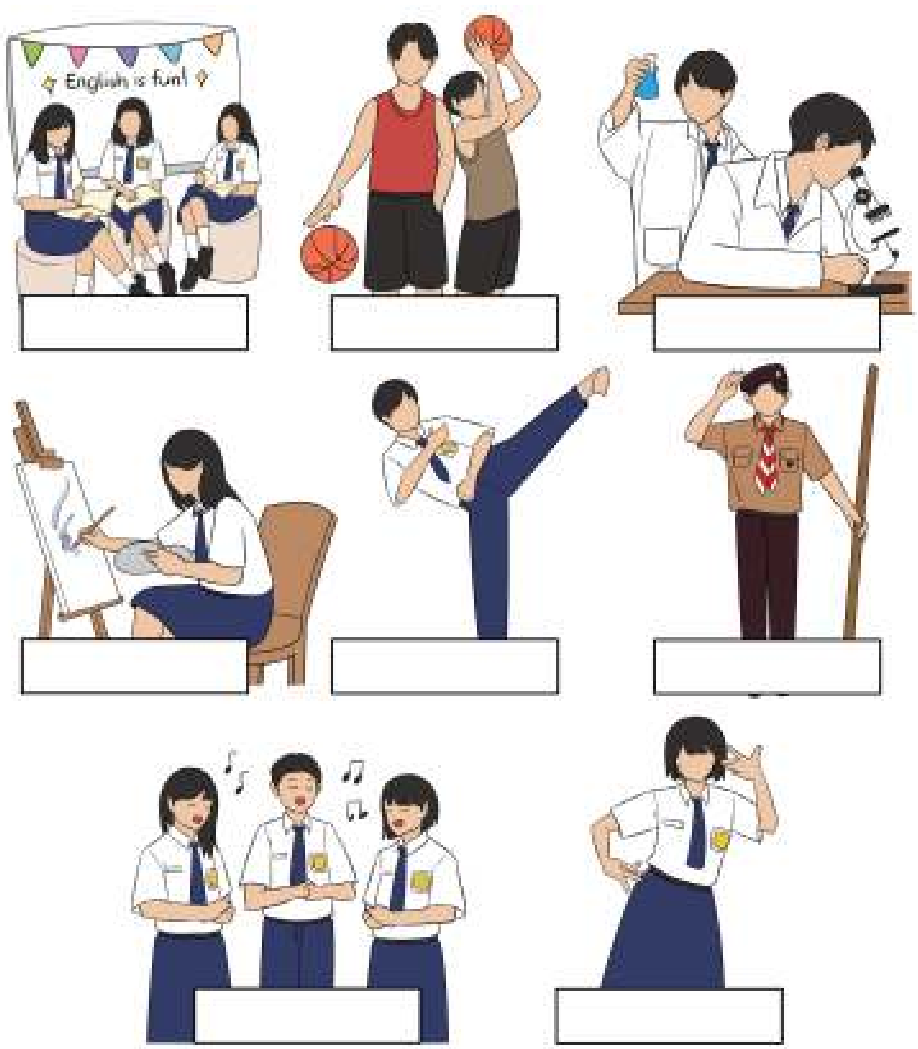
b. Mention after school activities in your school.

c. Discuss what students do in extracurricular activities?

d. Where in the school do the students do the extracurricular activities?

Section 2 – Viewing and Speaking

a. Look at the following pictures. Label the pictures with the correct names of the activities. See the Wordbox.



Worksheet 5.9

b. Think about what students do in extracurricular activities. Match the verbs in the left column with the corresponding extracurricular activities on the right column.

• camp • explore • track		English club
• read • speak • present		Pencak silat
• dribble • pass • shoot		Basketball
• kick • punch • block		Scout
• move • wave • step		Choir
• draw • color • sketch		Science club
• sing		Dancing
• listen • rehearse		
• experiment • try • compare		painting

Worksheet 5.10

c. Pay attention to the dialogue.



Comic strip 5.4 Talking about Pencak Silat

d. Practice the dialogue with a classmate.

Section 3 – Language Focus

a. Regular activities

When we talk about regular activities, we can use Simple Present Tense. In the expression, we can include information about time and place. Look at the examples:

- Students attend scout activities every Thursday.
- Students in the dancing club practice in the art room.
- Pencak silat students practice in the school yard every Tuesday.

In example 1, 'every Thursday' is used as information about time. In example 2, 'in the art room' is used as information about a place. Then, example 3 has information about both time and place: 'in the school yard every Tuesday'.

b. Now, look at the pictures in Section 2a again. Using the verbs that you have listed in Section 2b, write what students do in each extracurricular activity. Number one has been done as an example for you. Add information about time and place too.

1.	In an English club, students read books in English every week. They also practice speaking in English.
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Worksheet 5.11

Section 4 – Listening

a. Listen to Audio 5.4. b.

Monita:	Hey, look at this extracurricular schedule. It says the English Club is on Monday in the library.
Pipit:	Oh, and Science Club is also on Monday. It is in the Science Laboratory. But I'm not interested.
Monita:	What do you join?
Pipit:	I join Pencak Silat. It is in the school yard every Tuesday.
Monita:	Oh, okay. I think Galang joins the basketball club. It is every Wednesday from 3 pm to 5 pm.
Pipit:	You're right. He loves basketball.
Monita:	Yes. Also, all students must join the scout every Thursday.
Pipit:	Hmm. What about the choir? Where is it?
Monita:	It is in the art room. Painting is also in the art room on the same day.
Pipit:	What do you think about Andre? What extracurricular activity does he join?
Monita:	I think he joins dancing every saturday.

b. Listen again to Audio 5.4. Complete number 1 to 8 in the schedule. Number one has been done for you.

Extracurricular Activities at SMP Merdeka

Day and time	Extracurricular activity	Venue
Monday, 3 PM to 5 PM	(1) English Club	Library
	Science Club	(2) ____________
Tuesday, 3 PM to 5 PM	Pencak silat	(3) ____________
Wednesday, (4)________	Basketball	School Yard
	Volleyball	School Yard
(5)__________, 3 PM to 5 PM	Scout	School Yard
Friday, 1 PM to 3 PM	Choir	(6) ____________
	(7) _______________	Art Room
(8) _______, 2 PM to 4 PM	Dancing	Art Room

Worksheet 5.12

Section 5 – Reading

a. Read the text 'SMP Merdeka Basketball Club'.

SMP Merdeka Basketball Club

Galang joins an extracurricular activity this semester. He is in SMP Merdeka basketball club. The name of the club is Eagle Merdeka Basketball. Their first uniform is red and their second uniform is white. The mascot of the team is an eagle.

More than 30 students are in the club. The members of the club always practice once a week with their coach. The coach calls the members of the club as eagles. The eagles always practice on Wednesdays at 3 PM at the school yard.

Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.

b. Choose the correct answer based on the text 'SMP Merdeka Basketball Club'

1. What kind of extracurricular activity does Galang join?
   a. sport
   b. art
   c. music
2. What is the mascot of SMP Merdeka basketball club? It is a/an ...
   a. flower
   b. animal
   c. fruit
3. How many days do SMP Merdeka basketball club members practice in a week?
   a. one
   b. two
   c. three
4. When will SMP Merdeka basketball club join the basketball tournament in Banjarbaru?
   a. next week
   b. next month
   c. next year
5. Who will join the selection for new players?
   a. seventh grader students
   b. eighth grader students
   c. ninth grader students

Worksheet 5.13

Section 6 – Your Turn: Reading

a. Read the text 'Pipit Likes Pencak Silat'. See the Wordbox.

Pipit Likes Pencak Silat

Pipit likes pencak silat because it makes her move a lot. The practice is every Tuesday from 3 pm to 5 pm in the school yard. Before practicing, Pipit and all other students in pencak silat have some warming up activities. They have a coach called Pak Amin. In the practice, Pak Amin teaches the students to kick and punch. He also teaches how to block an opponent in a pencak silat match. Pipit joins pencak silat as an extracurricular activity in SMP Merdeka.

b. Look at the following personal schedules from Monita, Galang, Andre, and Pipit.

Monita's Daily Schedule

Day	Time	Activity
Monday	3 - 5 PM	English club
Thursday	3 - 5 PM	Scout
Friday	1 - 3 PM	Choir

Galang's Daily Schedule

Day	Time	Activity
Monday	3 - 5 PM	Science club
Wednesday	3 - 5 PM	Basketball
Thursday	3 - 5 PM	Scout

Andre's Daily Schedule

Day	Time	Activity
Thursday	3 - 5 PM	Scout
Friday	1 - 3 PM	Choir
Saturday	2 - 4 PM	Dancing

Pipit's Daily Schedule

Day	Time	Activity
Monday	3 - 5 PM	Science club
Tuesday	3 - 5 PM	Pencak silat
Thursday	3 - 5 PM	Scout

c. Circle **T** (**True**) or **F** (**False**) based on the text in Section 6a and schedule in Section 6b. If the statement is incorrect, make the correction in the space provided.

1. Pipit likes pencak silat because she can kick and punch a lot. **T / F**
   ....
2. Pak Amin teaches how to kick an opponent in a pencak silat match. **T / F**
   ....
3. Pipit practices pencak silat on Tuesday, from 1 to 3 PM. **T / F**
   ....
4. Monita likes English. **T / F**
   ....
5. Monita, Pipit, Galang and Andre join Scout. **T / F**
   ....
6. Galang and Pipit join the same extracurricular activity. **T / F**
   ....
7. Only Andre is in the choir activity. **T / F**
   ....
8. Galang likes sports. **T / F**
   ....

Worksheet 5.14

Section 7 – Fun Time: Pictionary



Picture 5.8 Andre and friends talking about Basketball

How to play the game

1. Make a group of five or six.
2. Choose a member from your group to be the leader.
3. Your teacher will give the leader a word related to extracurricular activities, for example: basketball.
4. Your group leader will draw something related to the word on the white board in 30 seconds.
5. When drawing the picture, the group leader may not give clues using gestures, sounds, or signs.
6. The members of the team will try to guess the drawing.
7. If your group can guess the drawing in 30 seconds or less, your group will get 10 points.

8. If your group fails to guess whenthe time is up, your group will get no points.

9. The winner is the group that can get the most points.

(Note: You can change your group leader after every round.)

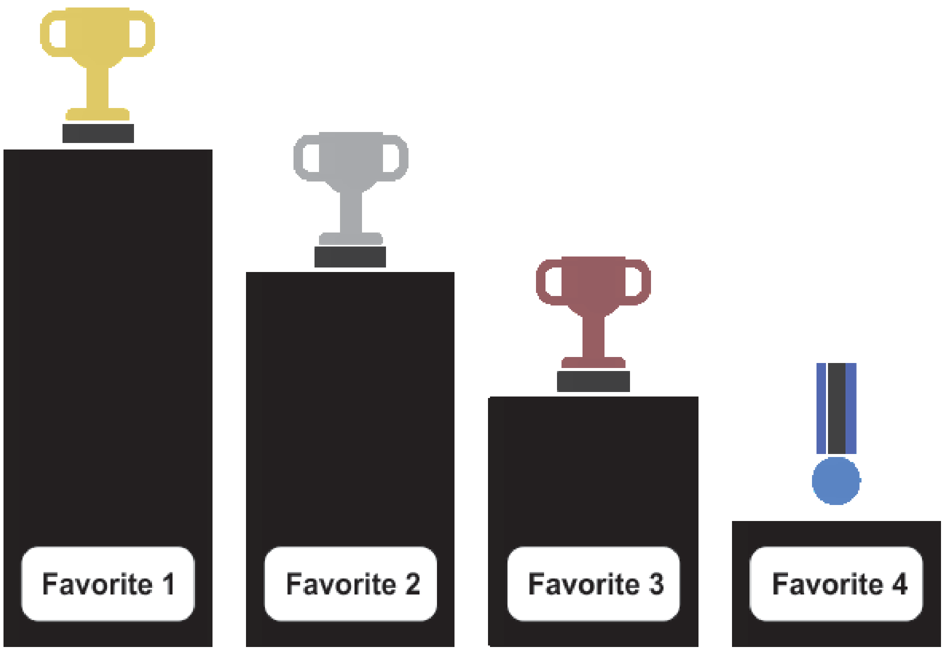
Enrichment: Favorite Extracurricular

a. Divide the class into 4 big groups.

b. In the group, talk about the extracurricular activity that they joined in.

c. Find out what is the most favorite extracurricular activity in the groups.

d. Rank the next favorite activity. Then, present the complete result in the class.



Picture 5.9 Chart

Note: You can make a survey using electronic survey or survey application.

Unit 3. School Festival

Section 1 – Say What You Know



Picture 5.10 School festival

a. What event do you see in the picture?

b. What are people doing in the event?

c. Do you have a similar event in your school?

Section 2 – Reading

a. Read the text about a school festival. See the Wordbox.

School Festival at SMP Merdeka

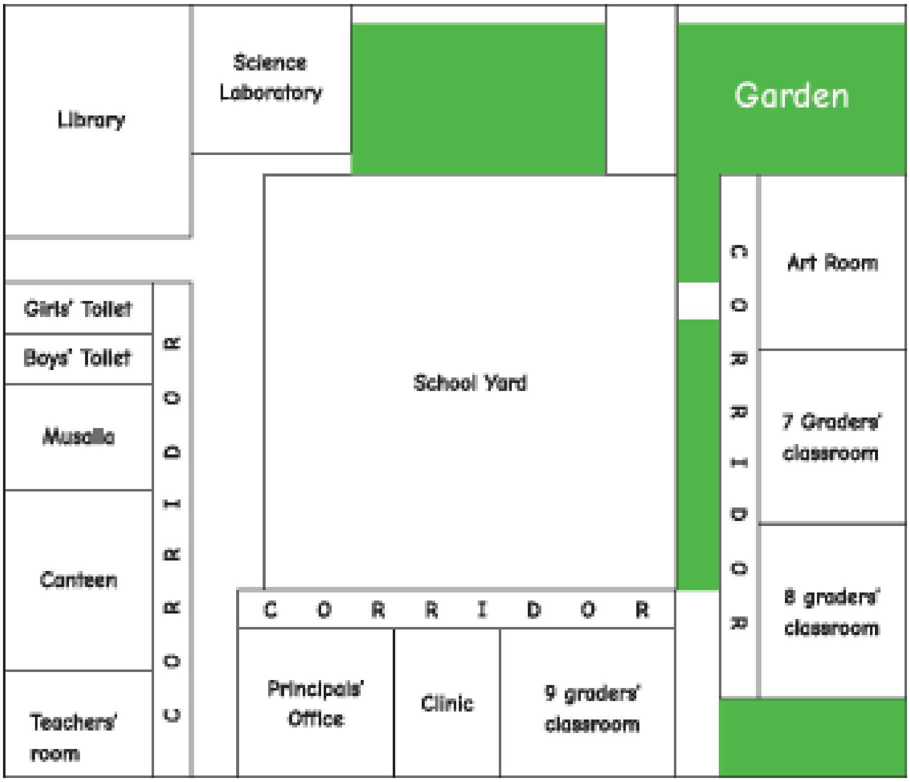
SMP Merdeka holds an annual festival. It usually happens in June. It takes place in some school facilities. At this festival, students participate in many activities, such as art exhibitions and competitions.

Art exhibition is usually located in the art room. It shows students' artwork like paintings, statues, and crafts. A group of students also sell crafts in the stalls. Students usually enjoy the art exhibition and buy interesting crafts. There are two kinds of competitions. They are sports and art competitions. The sports competition is held in the school yard. Class teams compete in soccer, basketball and badminton. Art competition is performed on stage in the school garden. Some students perform singing and dancing. Other students present poetry reading and storytelling. Students who like reading can join a storytelling activity.

Before the school festival, students practice sports and arts for competition. Some students help prepare the decorations for the stage. Everyone is happy participating in the school festival.

b. Put a tick in the map based on text 'School Festival at SMP Merdeka for:

- The location for art exhibition.
- The location for the sports competition.
- The location for the art competition.



Worksheet 5.15

c. Read the 'School Festival at SMP Merdeka. Then, answer the questions.

1. School festival in SMP Merdeka happens in __________
2. In the school festival, students participate in activities such as __________
3. Arts exhibition shows students' artwork such as __________
4. Some students are in the stalls to sell __________
5. The sports competitions are __________, __________ and __________
6. Some students perform __________ and __________
7. Students who like reading can join __________
8. Students prepare __________ for the stage before the school festival.

Worksheet 5.16

Section 3 – Language Focus

a. Describing a room

When we describe a room, we can focus on the features of the room, for example:

1) The identification, we can mention the name of the room.

   Example:

   This is the school garden.

   My classroom is a comfortable place to study.

2) The size, we can describe if a room is large or small.

   Example:

   It is large.

   It is a big room.

3) The object, we can describe the things that we can see in the room. We can use the expression **there is** and **there are** for this description.

   Example:

   There are chairs and desks for students to sit in groups.

   There is a whiteboard in front of the class.

4) The activity, we can describe what people do in the room.

   Example:

   We study all subjects in this room.

   The teacher walks around the room to help us learn.

b. Write sentences for the following place. Use the words to help you. The words can be used in some sentences. You can also use your own words



Picture 5.11 my school garden

1. my school garden

   ____

2. small

   ____

3. flowers – big trees – two benches

   ____

4. sit around – talk/have a chat – read – water

   ____

Worksheet 5.17

c. Read the example text of describing a room.

My Classroom

This is our classroom. It is big. There are thirty tables and chairs for the students. There is also a desk for the teacher. A blackboard is in front of the class. The windows are on the right side of the room. We study subjects like Math, Bahasa Indonesia and Social Sciences in this room. Sometimes, our teacher tells us to present our work or play games in the classroom.

As a descriptive text, the structure of the sample text is:

Table 5.2

Structure	Text
Identification: The name of the room	This is our classroom
Description: Feature 1: The size	It is big.
Feature 2: The object	There are thirty tables and chairs for the students. There is also a desk for the teacher. A blackboard is put in front of the class. The windows are on the right side of the room.
Feature 3: The activity	We study subjects like Math, Bahasa Indonesia and Social Sciences in this room. Sometimes, our teacher tells us to present our work or play games in the classroom.

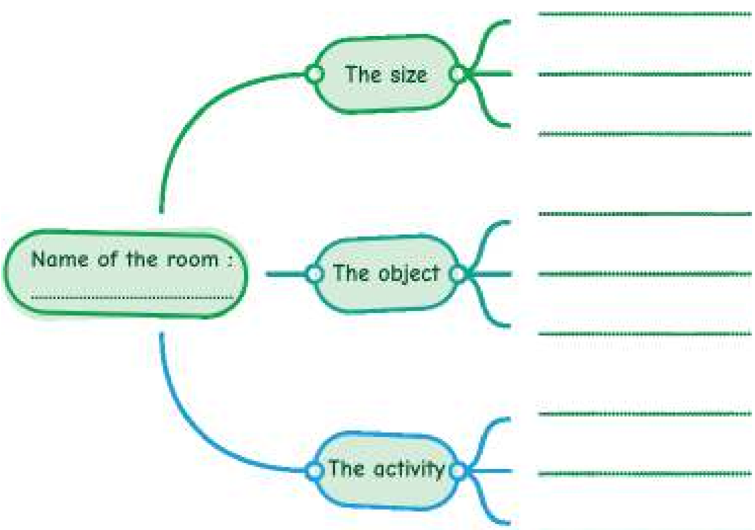
Section 4 – Viewing and Writing

a. Look at the Picture 5.12



Picture 5.12 School exhibition

b. Complete the chart based on the picture



Worksheet 5.18

c. Write the details about the room in Worksheet 5.19.

Structure	Text
Identification: The name of the room	
Description: Feature 1: The size	
Feature 2: The object	
Feature 3: The activity	

Worksheet 5.19

Section 5 – Your Turn: Writing

a. Planning and brainstorming

1) Think of one room in your school.

2) List the words to describe the room.

1. The name of the room	
2. The size	
3. The object	
4. The activity	

Worksheet 5.20

b. Outlining and drafting

Make an outline of your paragraph using the following structure:

Structure	Text
Identification: The name of the room	
Description: Feature 1: The size	
Feature 2: The object	
Feature 3: The activity	

Worksheet 5.21

c. Writing and editing

Write your descriptive paragraph here.



Worksheet 5.22

Section 6 – Fun Time: Chain Sentences

a. Divide the class in groups.

b. Discuss in your group what room you want to describe.

c. Each member of the group should write three words related to the description of a room on a piece of small paper. One word is written on one piece of paper.

d. When everyone is finished writing, roll the small papers and collect them in a cup.

e. The first person in the group will take a piece of rolled paper and see the word inside. He or she should make the first sentence to describe the room using the word from the rolled paper. For example, if the word in the rolled paper is ‘science laboratory’, he or she can say: This is our science laboratory.

f. The second person in the group will take another piece of rolled paper, see the word and continue with the next description.

g. Continue the chain until all the members make a description of the room.

h. Write the chain sentences on a piece of paper.

i. Check if the chain sentences that you make make a good descriptive text.

j. If it does not make a good descriptive text, can you reorder the sentences to make it better?

Name of the room:

Worksheet 5.23

Enrichment: Making Poster for School Event

Work with a classmate to make a poster for an event at school. Think about the following:

a. What event are you planning?

b. Is there a competition in the event?

c. Is it an art competition?

d. Who are the participants?

e. Where is the event?

f. When is the event?



Worksheet 5.24

Learning Reflection

Name________________Chapter________________Date_____________

How well did I do in Chapter 5?

A

Rate yourself by drawing an emoji next to each statement

	Not So Well	OK	Very Well
I can ask and give directions at school.			
I cantalk about extracurricular activities.			
I can describe a school festival.			
I can write a descriptive text			

B I learned these new words:

C I liked treasure hunting.

I liked the Pictionary game.

D I shared with my family. I read a descriptive paragraph about my school for my family. I ask them to tell the direction to place.

My Parent's signature

Progress Check 2

Text 1

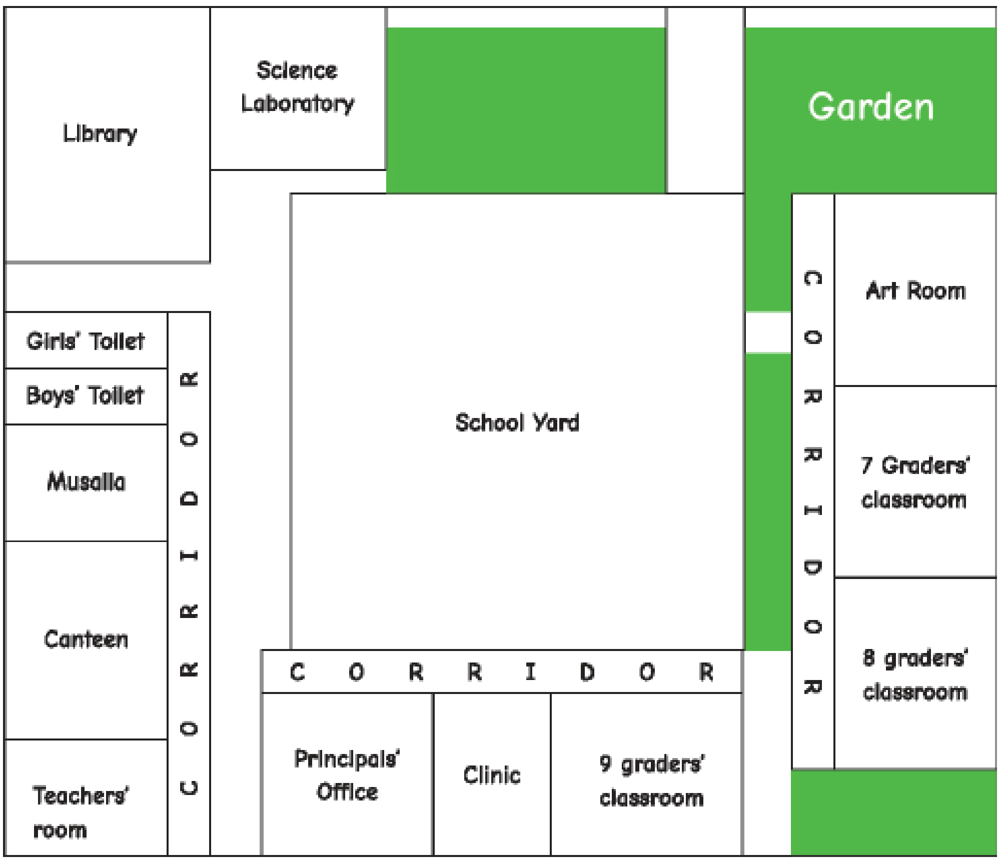
Today, there is a school event in SMP Merdeka. There are many competitions to join in. There is a basketball competition in the school field. There are also other competitions that are held in some classes. Galang and his friends want to join the basketball competitions. They will compete against another class. Sinta likes to sing. She wants to join the singing competition. Her voice is so beautiful. Monita wants to join the storytelling competition. She is registering for it in the library. There is also an art exhibition. There are many handicrafts like keyrings and paintings to sell. Andre wants to buy a painting. He is going to the art exhibition now.For numbers 1-5, choose the best answer for each question.

For numbers 1-5, choose the best answers.

1. These are some competitions in SMP Merdeka's school event, **except** ...
   a. A basketball competition.
   b. A storytelling competition.
   c. A painting competition.
   d. A singing competition.
2. What competition do Galang and his friends want to join?
   a. A soccer competition.
   b. A basketball competition.
   c. A volleyball competition.
   d. A badminton competition.
3. Why does Sinta want to join the singing competition?
   a. Singing is her hobby.
   b. The competition is held in the class.
   c. The competition is held in the field.
   d. Sinta is registering for it in the library.

4. What is Andre going to do?
    a. Watch the basketball competition.
    b. Register for the art exhibition.
    c. Buy a handicraft.
    d. Join the painting competition.
5. Where do competitions take place?
    a. In some classes, art exhibition, and library.
    b. In the library, the school field, and art exhibition.
    c. In the art exhibition, some classes, and school field.
    d. In the school field, some classes, and library.

For numbers 6-10, complete the dialogue with appropriate words. Use the school layout to help you complete the dialogue.



Andre	:	How's your first day at school?
Pipit	:	It's fun, but I want to go around the school. There are many school areas that I want to know more about.
Andre	:	I can show you some.
Pipit	:	Thank you.
Andre	:	You're welcome. Well, where should we start?
Pipit	:	There! What room is that?
Andre	:	That is the principal's office. It is (6) __________ to the clinic.
Pipit	:	How about that room (7) __________ the library?
Andre	:	That is the science laboratory. We always go there on Thursday for science class.
Pipit	:	That's interesting. By the way, (8) __________ the canteen?
Andre	:	The canteen is (9) __________ the musalla and the teachers' room. There is also a school yard (10) __________ of it. Many students play basketball there after school.
Pipit	:	Well, I'm quite hungry now. Should we grab something at the canteen before going home?
Andre	:	Okay, let's go!

Text 2

Monita is going to make her own class schedule. She tries to remember the class subjects, the day, and the time she does it. However, she remembers it in the wrong order. Help Monita arrange the schedule in the correct order.

Monita's Class Schedule

1. On Wednesday, she has English to learn.
2. Monita studies at school from Monday to Friday. Her school usually starts at 7 o'clock in the morning.
3. She usually goes home by 3 o'clock. It is different on Friday because she only has two classes. On Friday, she goes back home before noon.

4. On Monday, she usually has Maths, Bahasa Indonesia, and Natural Science. The three subjects are also learned on Thursday.

5. On Tuesday, she learned Religious Education, Social Sciences, and a local language. While on Friday, she learned Arts and Sports. She has a really nice weekend on Saturday and Sunday.

Write the numbers to arrange Monita's Class Schedule.

11. (__) - (__) - (__) - (__) - (__)

Complete the table with Monita's school subjects.

Monita's Schedule

Monday	Tuesday	Wednesday	Thursday	Friday

Text 3

Galang attends an online class this afternoon. Before joining the online class, he prepares a book and a pen to write the learning material. He also wears a school uniform. He joins the online class on time. He turns on his camera and turns off his microphone. One of Galang's friends, Andre, forgets to turn off his microphone. He speaks very loudly and it is very noisy. Then, the teacher tells him to turn off his microphone when it is not used. After he turns it off and the class begins. The students are enjoying the lesson. However, Galang has a question to ask. He clicks the raise hand button and the teacher allows him to speak. The class goes well and Galang is happy with it.

For numbers 16-20, choose the best answers.

12. What do Galang prepare before joining the online class?
    a. A book, a pen, and an eraser.
    b. A book, a pen, and a learning material.
    c. A school uniform, a book, and a pen.
    d. A pen, a book, and a microphone.
13. What does Andre forget to do?
    a. Turn on his camera.
    b. Turn off his computer.
    c. Turn off his microphone.
    d. Turn on the raise hand button.
14. Which activity is NOT right when joining an online class?
    a. Prepare a book.
    b. Click the raise hand button before speaking.
    c. Wear a school uniform.
    d. Turn on the microphone when it is not used.
15. What does Galang do when he wants to ask a question?
    a. Turn on his microphone and ask the question.
    b. Click the raise hand button and ask the question .
    c. Ask the question and turn on his camera.
    d. Turn on his camera and his microphone.
16. How does Galang feel about today's online class?
    a. The online class is fun. Galang is happy with it.
    b. The online class is not well. Galang is happy with it.
    c. The online class goes fast. Galang is not happy with it.
    d. The online class goes slow. Galang is not happy with it.

17. Think about your study habits. Describe what you usually do when you study, what you need to prepare before studying, who your study buddy is, and how often you do your study habits. To describe your study habits, you may use the sentences below.

I like ____________________________To do ____________________________I need____________________________ My study buddy is____________________________ I often ____________________________I usually ____________________________

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Daftar Audio

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Riwayat Pendidikan dan Tahun Belajar

1. University of Wollongong, Australia. S3 English Language Teaching and Literacy, 2020.
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Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. "Multimodal Literacy: Unfolding Reading Path in Children's Picture Book and its Potential for EFL Classrooms" in *Indonesian Journal of Applied Linguistics, Vol. 9, No. 3* (2020): 616-627.
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3. "Is the Younger the Better? Teaching English to Young Learners in the Indonesian Context" in *Educare: International Journal for Educational Studies, Vol. 1, No. 1* (2008): 31-38.

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Riwayat Pendidikan dan Tahun Belajar

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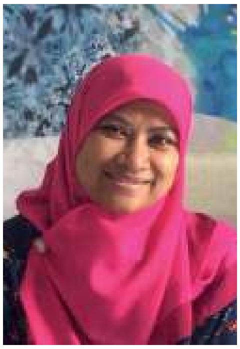
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2. Universitas Pendidikan Indonesia, Bandung. S2 Pendidikan Bahasa Inggris, 2004.

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. My Next Words Grade 1 – Student's Book for Elementary School, 2021.
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2. University of Warwick, Inggris. S2 English Language Teaching, 2015 s.d. 2016.

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2. Inovasi Pembelajaran Bahasa P4TK Bahasa Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2021).
3. Instruktur Nasional Guru Pembelajar Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2016).

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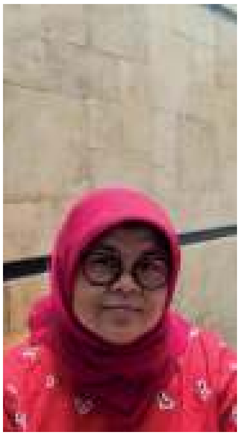
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2. Introducing Functional Grammar (2014).

3. Factual Genres. Learning to Read, to Write, and to Talk about Factual Information (2013).
4. Teaching Academic Writing: A Critical Genre-Based Approach in an EFL Context (2011).
5. Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris (2011).

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. Pengembangan Model Pelatihan Mengajar Membaca Setara PISA untuk Guru (2021).
2. The Asia TEFL Curriculum Research Project (2021).
3. Sinkronisasi Teori dan Praktek Pengajaran Bahasa Inggris Berbasis Teks: Suatu Upaya Pemberdayaan Guru dalam Merespons Dinamika Konteks Pembelajar (2021).
4. Kemampuan Literasi Membaca Siswa SMA Kelas X di Sekolah Sasaran Non-PISA di 34 Provinsi di Indonesia (2018).
5. Implementasi dan Pengembangan Pengajaran Berbasis Teks dan Pemberdayaan Anak Bangsa (2015).
6. Implementasi dan Pengembangan Pengajaran Berbasis Teks dalam Pengajaran Keterampilan Berbahasa dan Berpikir Kritis di Tingkat Universitas (2014).
7. Penelitian Kerja Sama dengan School of Management Konan University, Jepang mengenai Implementasi Pengajaran Berbasis Teks di Jepang dan Indonesia (2015).
8. *"Kemampuan Note-Taking dan Interpreting Mahasiswa Indonesia"*. Studi Kasus di Jurusan Pendidikan Bahasa Inggris di Sebuah Universitas Negeri Di Bandung (2011).
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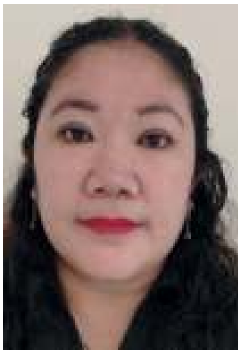
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4. Sanrio Japan. Hello Kitty Designer for South East Asian, 2014.
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